

**MOTIVATIONAL STRATEGIES USED BY ESP INSTRUCTORS WHEN
TEACHING SPEAKING AT UNIVERSITY OF MUHAMMADIYAH
MALANG**

THESIS

In Partial Fulfillment of the Requirement for
Master Degree of English Language Education



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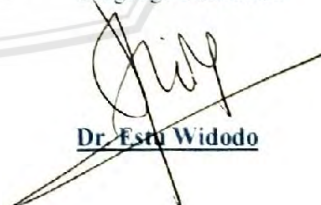
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LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

1. The thesis entitled : **MOTIVATIONAL STRATEGIES USED BY ESP INSTRUCTORS WHEN TEACHING SPEAKING AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 25 July 2019

The Writer,



Sulastri

ABSTRACT

Sulastri, 2019. *Motivational Strategies used by ESP Instructors when Teaching Speaking at University of Muhammadiyah Malang.* Thesis. Post Graduate Program of English Language Education, University of Muhammadiyah Malang. Advisor: **1. Dr. Sudiran, M.Hum. 2. Dr. Hartono, M.Pd.**

Nowadays, most people are supposed to speak English well for getting a better and brighter future life. Related to the speaking, teaching speaking for ESP is different from that for general English. In teaching speaking for ESP, the teacher should be aware of the students' needs, wants and the students' purposes. Hence, for the effectiveness of the teaching and learning process, the teacher needs motivational strategies to enhance the students' motivation. Shousha (2018) states that the way of the teachers applies motivational strategies can affect the motivation of the students in learning.

This research is intended to describe the ways of the ESP Instructors motivate the students when teaching speaking and to know the students' responses to the motivational strategies used by the ESP Instructors when teaching speaking.

This research was conducted at the second semester in academic 2018/2019 of Accounting Department in University of Muhammadiyah Malang. There were two research participants in this study. The first was ESP instructors and the second was the students of Accounting Department. In this study, the researcher used qualitative research by using classroom observation, interview with the ESP instructors, and FGD for the students.

The findings revealed that the ESP instructors A and B applied several types of motivational strategies, namely: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The students' responses in term of affective, cognitive and behavior were positive for the ESP instructor A. On the other hand, for the ESP instructor B the students' responses in term affective, cognitive aspect were less positive and behavioral aspect was positive.

Keywords: *Motivational strategies, students' responses, teaching speaking*

ABSTRAK

Sulastri, 2019. *Strategi Motivasi yang digunakan oleh Instruktur ESP ketika Mengajar Berbicara di Universitas Muhammadiyah Malang.* Tesis. Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Dosen Pembimbing: **1. Dr. Sudiran, M.Hum. 2. Dr. Hartono, M.Pd.**

Saat ini, hampir setiap orang di harapkan berbicara bahasa inggris dengan baik untuk mendapatkan kehidupan masa depan yang lebih baik dan lebih cerah. Terkait dengan berbicara, mengajar berbicara untuk ESP berbeda dari mengajar berbicara secara umum. Dalam mengajar berbicara untuk ESP, guru harus menyadari kebutuhan, keinginan, dan tujuan siswa. Oleh karena itu, untuk efektivitas proses belajar mengajar, guru memerlukan strategi motivasi untuk meningkatkan motivasi siswa. Shousha (2018) menyatakan bahwa cara guru menerapkan strategi motivasi dapat mempengaruhi motivasi siswa dalam belajar.

Penelitian ini dimaksudkan untuk menggambarkan cara-cara instruktur ESP memotivasi siswa ketika mengajar berbicara dan untuk mengetahui tanggapan siswa terhadap strategi motivasi yang digunakan oleh Instruktur ESP ketika mengajar berbicara.

Penelitian ini dilakukan pada semester kedua tahun akademik 2018/2019 Jurusan Akuntansi di Universitas Muhammadiyah Malang. Ada dua partisipan penelitian dalam penelitian ini. Yang pertama adalah instruktur ESP dan yang kedua adalah mahasiswa Jurusan Akuntansi. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif dengan menggunakan observasi kelas, wawancara dengan instruktur ESP, dan FGD untuk siswa.

Temuan mengungkapkan bahwa ESP instruktur A dan B menerapkan beberapa jenis strategi motivasi, yaitu: menciptakan kondisi motivasi dasar, membangkitkan motivasi awal, menjaga dan melindungi motivasi, dan mendorong retrospektif evaluasi diri yang positif. Tanggapan siswa dalam hal afektif, kognitif dan perilaku adalah positif untuk instruktur ESP A. Di sisi lain, untuk instruktur ESP B tanggapan siswa dalam afektif, kognitif aspek kurang positif dan perilaku aspek adalah positif.

Kata kunci: Strategi motivasi, tanggapan siswa, mengajar berbicara.

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Malang, 25 July, 2019

Sulastri

MOTTO AND DEDICATION

Motto:

Dream

Believe

Achieve

Surely there is ease after hardship. (Al Insyiroh : 6)

*Believe in something glad that will wait you after a lot of
patience you've done, which will make you stunned until you
forget the suffering you've felt.*

(Sayyidina Ali Bin Abi Thalib)

Dedication:

I present this thesis special for

My Parents,

My brother and sisters,

My friends,

Thank you for the supports.

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INTRODUCTION

Background of the Research

In this globalization era, business communication demanded by using an international language such as English. Therefore, English becomes one of particular requirements to enter the work (Muntiningsih, 2015). Thus, it is not strange if most of international and national companies, nowadays, require their staffs to be able to speak and understand English well. Hence, the students supposed to speak English well to compete for getting a better and brighter future life. Ur (2000) regards that speaking is the most important skill among four language skills since people who know and master a language are referred to as speakers of that language. On the other hand, Zhang (2009) states that the most difficult skill among four skills is speaking because the teaching learning is aimed at maximizing individual language use. Also, Ur (2000) asserts that speaking is the most difficult skill because speaking itself contains linguistic and non-linguistic elements, such as: pronunciation, intonation, articulation, expression and so forth. In addition, Bashir & Ashiq (2011) states that speaking is a difficult skill to develop. It is because of the students' lack of exposures, lack of confidence, and lack of motivation.

Related about the difficulty of speaking, teaching speaking in ESP is different from teaching speaking for English in general. For teaching speaking in ESP, the teachers should be aware of the need, want, and the purpose of learners. They have to consider the topic or material given to the learners (Aditama, 2017). The design of curriculum and syllabus has to fulfill the learners' needs related to their background of study or workplace in the future. Saliu (2013) states that teaching ESP is to develop students' skills of professional English communication based on their professional field they are going to enter. In another words, the teaching should be linked to students' specific professional field. Thus, ESP includes particular programs to develop the communicative use of English in specific fields, such as science, workplace, or technology. But, in some cases, the materials given in ESP are not relevant with the students' background knowledge and needs.

The subjects of this study are Accounting Department. Accounting is concerned with collecting, analyzing and communicating financial information

(Dauderis, 2014). The purpose is to help people who use this information to make more informed decisions. Therefore, Accounting also needs speaking to deliver the information for the people.

Considering the importance and difficulty to master speaking skill, motivation is helpful for teaching speaking for the ESP students. Motivation is one of the crucial factors that influence the success of language learning. Motivation can be defined as a driving force that pushes someone to do something (Astuti, 2013). For the effectiveness of the teaching and learning process, teachers need motivational strategies to enhance the students' motivation. Shousha (2018) states that the way the teachers use motivational strategies can effect the motivation of the students in learning. In addition, motivational strategy helps teachers and learners to achieve their goals (Dornyei, 2001). He states that motivational strategies are the potential tool to promote motivation toward the students.

There are several previous researchers relevant to motivational strategies. First, Djafar (2016) studied about EFL teacher's perception of University student's motivation and ESP learning achievement. The aim of the research to examining Indonesian EFL teachers' perception of students' motivation and English for Specific Purposes (ESP) learning achievement. Also explored the strategies applied by teachers based on their perception of students' motivation and ESP learning achievement. The research involved 204 students who took English for Economics and Business (EEB). The Perception of Student Motivation (PSM) questionnaire and an achievement test were utilized to assess students' motivation and ESP learning achievement, respectively. The students' scores provided by the teachers were used as the basis of students' motivation level: high, moderate, and low motivation. Based on the findings, the researcher recommend teachers apply motivational strategies in ESP classrooms as the strategies bring benefits to the improvement of students' ESP learning achievement.

Nugroho and Mayda (2015) analyze motivational strategies in teaching English as foreign language at 7th grade at Junior High School 7 Kuningan. They found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded positively by students. On the other hand teacher 2 did not apply motivational strategies

completely and sequentially based on the phases of motivational strategies. It was responded negatively by students. Based on their finding, it can be concluded that the way the teachers applied motivational strategies in teaching EFL determined students' response towards motivational strategies applied by teachers in teaching EFL. Another research conducted by Bernaus (2009) studied about teachers' motivation, classroom strategy use, students' motivation and second language achievement. The purpose of the study was to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. They involved thirty-one teachers and six hundred ninety four research participants. The results of the study suggest that teacher motivation is related to teacher use of motivating strategies, enhance student's motivation and student's achievement in learning language. Based on the explanation above, it is important to undertake in relation to motivational strategies used by ESP instructors in teaching speaking at University of Muhamadiyah Malang.

Statements of the Problems

Based on the explanation above, the research problems are stated as follows:

- 1) How do ESP instructors motivate the students when teaching speaking?
- 2) What are the students' responses to the motivational strategies used by ESP instructors when teaching speaking?

LITERATURE REVIEW

Motivational Strategies

Giving motivation is not an instant action in which the result of expected behavior occurs on the next day after being motivated. Motivating students is a process oriented action in which the main purpose is to promote the individuals goal related behavior (Dornyei, 2001). He also stated that motivational strategies are techniques that promote the individuals goal related behavior. Motivational strategies are important because it helps teachers gain insight on how student's motivation operates, and provides researcher with additional knowledge. Dornyei (2001) divided motivational strategies into four categories; creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

1. Creating the Basic Motivational Conditions

Dornyei (2001) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. There are three preconditions are indispensable to generate motivation can be effective; appropriate teacher behaviors, a good relationship with the students, a pleasant and supportive classroom atmosphere and cohesive learner group with appropriate group norms.

a. Appropriate teacher behaviors

Teacher should first establish a motivation conducive atmosphere to attempt to make motivation effective because motivational strategies cannot have desired effects on students in “motivational vacuum” (Dornyei, 2001). To create such an atmosphere is appropriate teacher behavior. Teacher behavior is recognized as an effective factor in motivating students. For example the teacher motivate the students by showing their enthusiasm through go into class with smile, cheerful face and make the lessons will be interest to the students. Another idea to create the motivated condition is commitment to and expectations for the student’s academic progress.

Another motivational aspect to motivate the students is to have a good relationship with the students. This is could be reached through listening and pay attention to the students (Alshehri, 2017). For example, the teacher pay attention to each students by remember the students name, ask them about their lives outside or the teacher can offer some personal information about herself.

b. Pleasant and supportive atmosphere in the classroom.

In learning English as foreign language, the students may feel anxiety in which that undermine the motivation and effectiveness learning process. Hence, the teacher should create a pleasant and supportive classroom. Because to create a supportive classroom should be such where students feel they are protected from ridicule and embarrassment. Moreover, make them not be afraid that mistakes are natural part of learning. The other solution to create pleasant and supportive classroom atmosphere is using humor. Humor here means having a relaxed situation in the class.

c. A cohesive learner group with appropriate group norms

Another strategy is creative a cohesive learner group. It is characterized by a friendly cooperation between the particular students. For example when a new course starts, the teacher can use “ice-breaking” activities to help the students to know each other better. Another way to enhancing the group cohesiveness is maintaining the contact and interaction of the students by using method like pair work, group work or project work (Dornyei, 2001). Therefore, the students get the chance to help and support each other, to work in same task, to find a good solution and to present the outcome of the group together. And the lesson experience will foster the cohesion for the most part.

2. Generating initial motivation

This dimension of motivational strategies is set to increase the learner’s expectancy of success and develop positive attitude toward the language learning. There are five important aspect in generating initial motivation; enhance the learners’ language related values and attitudes, increasing the learners expectancy of success, increasing the learners goal-orientedness, making the teaching materials relevant for the learners and creating realistic learner beliefs.

a. Enhancing the learners’ language related values and attitude

Dornyei (2001) distinguish three value dimensions; intrinsic value, integrative value, and instrumental value. The intrinsic value is related with the students interest and enjoyment of the language learning activity (Dornyei, 2001). The important point in generating interest is to arouse the students curiosity, attention and create attractive course. For instance, the teacher used variety of activity that involve the students and provide some enjoyable tasks. Integrative values includes the positive attitudes toward the language learning. Instrumental value involve the practical outcomes of language learning such as accessing a future job.

b. Increasing the learners expectancy of success

Dornyei (2001) states it is undeniable fact that people do things best if they believe they can succeed. Therefore, the teacher should promote the learners’ expectation of success in learning language. For example teacher can increase learners expectancy of success in specific tasks by allowing them assistance,

explaining to them what success is involved in the task, helping them overcome serious obstacles to success, and letting students help each other (Dornyei, 2001).

c. Increasing the learners goal orientedness

Goals are considered have potentially powerful influence on student motivation in classroom. In a language class, it would be beneficial to increase the groups goal orientedness, that is, the extent to which the group is attuned to pursuing its official goal which in our case is learning English (Dornyei, Z. & Ushioda, E., 2011). In addition, students motivation is not only related to academic goals, but also to social goals such as relationship with teacher. However, Dornyei (2001) suggest that to establish common goals in the classroom is allowing students to negotiate their individual goals and identify their common purpose.

d. Making the teaching materials relevant for the learners

Some textbook and the curriculum given for the teacher sometimes can't fulfill the students need. This happens because the content of course book can't link with the students real life. Dornyei (2001) suggests that in order to make these texts motivating for the particular learner group, teacher can link classroom topics and activities to the students' real life experience, preference, and background. The teacher should provide some textbooks with more relevant materials and relate the subject with the background of the students life and related with the professional fields that can motivate students to learn or the teacher can use needs analysis techniques to find out about your students needs, goals and interests and then build these into your curriculum as much as possible.

e. Creating realistic learner beliefs

The teacher should help learners create realistic beliefs about language learning. Because, the students might have a different of belief when learning foreign language. They may think that you can only learn the foreign language is immersing themselves into a society where the target language is an official language. Or they might believe that anything over is already too late. Those beliefs will decide and influence how long the target language can be mastered (Dornyei, 2001). To sum up, we have to deal with positive belief by showing them there are so many available variety strategies in order to master the target language.

3. Maintaining and protecting the motivation

As a teacher, sometimes we may see our students feel bored of the activity in the classroom. So, the teacher need to be actively nurtured the motivation. In order to keep and protect their motivation, Dornyei (2001) has offered eight ways to maintain and protect learners motivation; making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learners self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; promoting cooperation among the learners; creating learner autonomy; promoting self-motivating learner strategies.

a. Making learning stimulating and enjoyable

The first motivational strategy for maintaining and protecting motivation is making the learning experience enjoyable. For motivational teaching practice, there are three key ways enhance learning experience. One way is breaking the monotony of learning. The teachers can make teaching more interesting through varying presentation styles, learning materials, learning tasks, and activity sequence. Another way is making the task more interesting. There are some ideas to make the task more interesting. First is make task challenging. This means that the task involves the learners to solve the problem, overcome obstacle, etc. And the content of task is interesting. It means that, the topic already interesting. And another way the teacher should increase student's involvement. This means that another way of making learning stimulating and enjoyable is creating learning situations where learners are required to become active participants.

b. Presenting task in a motivating way

The way teachers present the learning task give significant effect in how students perceive and approach them. To make a task motivating teacher need to ask the students whether the particular activity is meaningful or important. The teacher should make the task challenging but achievable. If the teaching lacks instructional clarity, learner's motivation can rarely be aroused. The teacher also needs to make a task meaningful to learners by clarifying the purpose of the task and arousing their anticipation toward the task.

c. Setting specific learner goals

The focus here is on specific and short term goals which can be called sub goals. Situation specific, short term goals can help the learner to structure the learning process and such goals provide immediate extra incentives and also students can also evaluate their own performance and which mark their progress. There are seven steps for setting specific learners goals; define your goal clearly, list step to take to reach this goal, think of problems that might come up that would interfere, think of solution to these problems, set a timeline for reaching the goal, evaluate your progress, and reward yourself for accomplishment.

d. Protecting the learners self esteem and increasing their self confidence

This point concern in build self confidence for the students. Self confidence is closely related to concept self esteem, self efficacy and anxiety. Self esteem and self confidence are the foundation of a building. Even the teachers have employed creative motivational strategies, but if the students have basic doubt themselves, they will be unable to develop themselves. But, the teacher can affect their students to responding a very positive manner with create language classroom as a safe place where their self worth is protected and where they can gain confidence. There are four ways that particularly useful; providing experiences of success, encouraging the learners, reducing language anxiety and teaching learner strategies.

The teacher should provide multiple opportunities for success in the language class and adjust the difficulty level of tasks to the students' abilities. Because it is impossible can be achieved students success if the task almost impossible to solve, the teacher should give the task related the theory. The other potential strategy of build student's confidence is encouraging the learners. Encourage or encouragement here means the positive persuasive expression someone has the capability of achieving a certain goal (Dornyei, 2001). Here, the teacher should make the learner aware of professional strength and abilities. For example the teacher can encourage the students in persuasive manner so that the students are keen on to complete every task the teacher has created. The teacher can convince the students by showing his or her strengths. Or to encourage students, the teacher should praise students, believe in their effort to learn English.

Therefore, anxiety can decrease the student's motivation. To reduce language anxiety there are some strategies. First, social comparison, this means the teacher should not emphasize on comparing successful and unsuccessful students. Then, competition, the teacher should create cooperation instead of using a competitive classroom. And next to increase student's confidence is making mistakes. Mistakes are okay because without mistakes there is no learning, and there is a lot of learning from mistakes. Another area which could increase the confidence of learners is teaching them learning strategies. Learning strategies include specific techniques which could be used to enhance language learning and to make learning easier and more enjoyable.

e. Allowing learners to maintain a positive social image

According to Dornyei, Z. & Ushioda, E (2011) motivation can also be preserved when students feel that they can demonstrate a positive social image and show their strength. Similarly, learners' social image can be enhanced by avoiding criticism and corrections that can be considered humiliating and by working on the group as a whole in order to establish norms of tolerance and acceptance.

f. Creating Learner Autonomy

Another strategy which could be used to maintain students' motivation is creating learner autonomy. The following point of autonomy supporting teaching practice. First is increased learner involvement in organising the learning process. This point here is the teacher share responsibility with the learners about their learning process. The teacher can allow learners choice about as many aspects of the learning process as possible, for example about activities, teaching materials, topics assignments, due dates, the format or the peers they want to work with. Second, changing teachers role.

g. Promoting self motivating strategies

There are five strategies to promote self motivating strategies; first is commitment control strategies, second is metacognitive control strategies, third is satiation control strategies, fourth is emotion control strategies and the last is environmental control strategies. Commitment control strategies is conscious techniques that help to preserve or enhance the learners' original goal commitment. It can happen by means keeping in mind favorable expectancies or positive incentives

and rewards and focusing on what would happen if the original intention failed. Metacognitive control strategies is conscious techniques used by the learner to monitor and control concentration and to stop procrastination. For example, giving oneself regular self-reminders of the deadline, intentionally ignoring attractive alternatives or irrelevant aspects and focusing on the first steps to take. Satiation control strategies are intended to add extra attraction to the task. Emotion control strategies means that we can manage the obtrusive stress and can also consciously generate emotions that will be conducive to implementing the intentions. The last is environmental control strategies is concerned with eliminating negative environmental influences and partly with exploiting positive environmental influences by making the environmental your ally in your pursuit of a difficult goal.

h. Promoting cooperation among the learners

Dornyei (2001) states that encouraging cooperation between students is a powerful means of increasing student's motivation. He believes that students in cooperative environments have more positive attitudes towards learning and develop higher self esteem and self confidence than in other classroom structures. Cooperative situations have a positive emotional tone, which means that they generate less anxiety and stress than other learning formats.

4. Encouraging positive retrospective self evaluation

Encouraging positive retrospective self evaluation is the last type of motivational strategies. This point about learner's evaluation of their performance. Learners can estimate their performance in a particular activity as a failure or success, which will have determinant influence on their future actions. Thus, it is very important that teacher help learners to perceive their own achievements in a more positive light. Teacher should influence learner's perception of success and failure in the way that learners will relate their success to stable factors, such as ability, which will boost their self-confidence. Dornyei (2001) divide into four; promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

a. Promoting motivational attribution

In failure situations, teachers always need to promote their learners effort attribution, for example drawing their attention to the low effort they exerted as

being a strong reason for underachievement. Teachers should not attribute poor performance to learner's low ability. This will communicate to students that they can do better in the future.

b. Providing motivational feedback

Feedback given by teachers could influence student's motivation in language classroom. Therefore, teachers have to be selective when they want to give a valuable feedback. Effective feedback contains a positive persuasive element communicating that the teacher believes that the students is capable of reaching certain predetermined goal. There are some effective feedbacks such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlight the areas in which students need to improve. And also Dornyei (2001) suggests strategies which teacher could use to provide motivational feedback. For example, teacher should give positive contributions from students.

c. Increasing learner satisfaction

The purpose of increasing learner satisfaction is focus on allowing students to perform a task, encouraging them to be proud of themselves after accomplishing a task, reminding them from time to time of their general progress, celebrating success and using motivationally appropriate rewards (Dornyei, Z. & Ushioda, E., 2011). It also motivates learners when they find that teachers care about their progress. Teachers can let them perceive so by recognizing student's effort and celebrating their success. This also helps good rapport, promote students self confidence and motivate them to try harder.

d. Offering rewards and grades in a motivating manner

Dornyei (2001) states that rewards are one of the available motivational tools which help teachers control student's behavior. There are many kinds of rewards, start from highly tangible ones such as sweets, through various presents and certificates, to grades of various forms. Dornyei (2001) suggest that the teacher could avoid the limitations of using rewards by following some techniques such as do not overuse rewards, and offering reward for difficult task. And make rewards meaningful to the students.

In terms of grades, they could be related to the self worth of students, as students equated their self worth with the grades they attain (Dornyei, 2001). Students might focus on getting good grades rather than learning. In addition, grades are subjective and they might encourage bad behavior such as cheating. Thus, Dornyei (2001) suggest that the teachers are offered to use grades in a motivational ways.

The Teaching of ESP

The teaching of ESP provides the teaching of English as a second or foreign language that is narrowly focused on the restricted language knowledge for specific needs (Balcher, 2004). In other words, by attending this course, learners are able to improve their language competence that is mostly needed in relation to their specialization (Ahmed, 2014). Thus, ESP course is beneficial for those who need to improve their language competence for a specific context. Hutchinson & Waters (1987) explained that ESP is not a particular type of teaching material; ESP should be as an approach to language learning which is based on learners' needs. If learners know exactly the reasons of learning the language, they will be motivated and produce better result in learning (Aisyah, 2018). Thus, paying attention to fulfilling learners' needs is crucial in enrolling the teaching of ESP.

From the explanation above, it can be concluded that the teaching of ESP is an intricate work. The teacher should carefully decide which part of language knowledge or skills (listening, speaking, reading, and writing) that are mostly needed based on the learners' specialization. On the other hand, relating the restricted language knowledge or skills with learner's specialization area is not easy. Language teachers should also learn particular key terms that is possibly used in the authentic situation of learners' specialization. In sum, working as ESP teachers definitely needs high creativity and patience to pass each process during the teaching.

Teaching Speaking for ESP

Speaking is a crucial part of foreign language learning and teaching. Despite it is importance, for many years, teaching speaking has been undervalued and English are teachers have continued to teach speaking just a repetition of drills or memorization of dialogues. However, nowadays requires that the goal of teaching speaking should improve students' communicative skills because, only in that way,

students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. In term of the context, speaking for ESP is almost similar with speaking skill for General English (GE). The difference is only on the purpose. Most of speaking for General English (GE) is to make the students be able to speak English in general. Therefore, the speaking skill in ESP must be achieved to make the students be able to speak about anything in their specific needs.

Motivation

Motivation as a term is derived from the Latin word 'moveomovere' which means 'to move' in English. Motivation is a driving force of someone to do something (Astuti 2013). There are two aspects of motivation stated by Paya (2003); intrinsic and extrinsic motivation. And also Gardner (2001) identified two distinct orientations for learning a language; integrative motivation and instrumental motivation. Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable (Legault, 2016). Extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, extrinsic motivation is instrumental in nature. Integrative motivation is what helps the learner to develop some level of proficiency in the language because it is necessary to integrate socially in the community to become a member. The instrumental motivation carries objectives including, the purpose of language acquisition is more practical such as having the requirements for school or university graduation, applying for a job, demanding high payment because of the high language ability, translation work or having a high social class.

Student's Response

Response is an act or feeling produced in answer to a stimulus. McKechnie states that response is an act or action of responding, a responsive or corresponding act or feeling, or a responding act to a motivating force or situation (1981: 1935). While, according to Uchjana (2002) responses which appear on an individual can be identified by three aspects: they are cognitive, affective and behavioral. Cognitive response is make them know and increase their intellect. Affective response is emotional feeling toward something. Generally, emotional reaction is affected by

belief or what someone believes of something. The last component is behavior. It refers to someone tendency to act in a particular manner that is congruous to his/her attitude or such kind of activities. On the other hand Borich states in his book that response of students in classroom consists of two kind of responses they are desired and undesired responses (2000: 257-266). Desired response it means positive response and undesired response means that the students have negative response.

RESEARCH METHODS

Research Design

To address the research questions, this study used qualitative descriptive research design. The researcher used qualitative research design because it described the natural aspect that happens in human beings and the phenomena directly from the field. In this study, the researcher described the way ESP instructors motivated the students when teaching speaking and to know students response to the motivational strategies used by ESP instructor when teaching speaking.

Research Subject

There were two research participants in this study. The first was, the ESP instructors and the second was students at second semester in academic year 2018/2019 from Accounting Department. The research uses a purposive sampling to choose the participants. According to Patton (2002), purposive sampling is technique extensively used for the identification and selection of information rich cases for the most effective use of limited resource in qualitative research. In this study to select the subject for the ESP instructors who are especially knowledgeable or experienced with a phenomenon interested with specific criterion. For the ESP instructor there were some criteria to ensure that they can fulfill the require data, as follow;

1. ESP instructors at University of Muhammadiyah Malang
2. The instructor must hold master degree of English to ensure that he or she has high level education indicating that he/she has suitable knowledge of teaching English for specific purpose.
3. The instructor has minimum 2 years experiences in teaching English in ESP classroom. The more experienced teachers the more effective the teaching learning process (Rice, 2010).

For the students, the researcher choosed Accounting Department of Economic and Business Faculty. The reason why the researcher choosed Accounting Department because the major of Accounting after graduation from the university indicated low working not because the difficulty of their profession but also the difficulty to understand English (Bernaus 2009).

Research Instruments

There were several instruments essential for each step. The first was observation, and the second was interview and the third was Focus Group Discussion (FGD).

1. Observation

The researcher will conduct observation to see the phenomena, which happened during the teaching learning process in teaching speaking, and will record it. Ary (2010) stated that there were two types of observation, they are participant and non-participant observation. In this research, the researcher used non participant observation. Furthermore, the researcher used the observation guidance and video recording as the instrument to collect the data, to describe the way ESP Instructors motivate the students when teaching speaking and to know students' response to motivational strategies used by the ESP Instructors when teaching speaking which are adapted from Dornyei (2001).

2. Interview

Ary et.al (2010) stated that interview may provide information that cannot be obtained through observation, or they can be used to verify observations. In this interview, the researcher used interview guide as the instruments of data collection. This interview guide includes motivational strategies used by ESP instructors when teaching speaking.

3. Focus group discussion (FGD)

Focus group discussion (FGD) was the type of in-depth interview in a group in order to collect data in a short period of time (Freitas, et al .1998). FGD leads to rich results since participants can interact at the same time to deal with a similar topic of discussion. There were some advantages to used FGD in the qualitative research based on Krueger (1994) and Morgan (1996): FGD was easier to be conducted, FGD was allowed to explore the topic widely, FGD can be a good opportunity to collect

the data from the group interaction, FGD has high face validity, FGD has lower cost than other method, FGD contributes the faster supply of data, researcher can arrange freely about the sample in FGD process.

In FGD was representative from the students (low and high score). The reasons why the students who have low and high score for the FGD it is because to know what motivational strategies appropriate for the students. To know students who have low and high score for speaking, the researcher will take the data from the final score of speaking 1 in the first semester from Language Center (LC) University of Muhammadiyah Malang.

Data Collection Procedure

In this study, the interactive approach was employed. An iterative means the researcher has to repeatedly revisiting the data or going back and forth repeatedly on the data (Kekeya, 2016). The data collection conducted to gather the information about how the ESP instructors motivate the students when teaching speaking. Besides that, the data collection used to know the students response to the motivational strategies used by ESP instructors when teaching speaking. To collect the data, the researcher took several procedures as follows:

1. Selecting the participants based on the proposed criteria.
2. Doing classroom observation by observing the teaching and learning process in the classroom for the purposed to acquire the information related how the ESP instructor motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructors when teaching speaking. The researcher used video recording as the tools to get accurate data.
3. Conducting interview with the ESP instructor after observing the classroom to get more information related to how the ESP instructors motivate the students when teaching speaking. Audio recording was used during interview
4. Conducting Focus Group Discussion (FGD) with the students after doing interview with the students. The purposed to get more information related the students' response to the motivational strategies used by ESP instructors when teaching speaking. Video recording was used during FGD with the students.

Data Analysis

To analyze the data, the researcher used interpretative analysis approach. According to Bogdan & Boklen (2007), this analysis includes working with the data, such as organizing the data, breaking the data into manageable units, coding the data, synthesizing the data and drawing the data pattern. In this study, there were several steps:

1. The researcher organizes the data from the observation. From the data obtained in observation by taking observation checklist and video recording, the researcher transcribe the data from video recording. Thereafter, coding the data both from observation checklist and observation transcript. Then, categorizing the result to find out the emergent themes.
2. Transcribe the data from interview. After that, coding the data and categorizing the data to get emergent themes which might be similar or different from observation.
3. Transcribe the data from FGD. After that, categorizing the result to find out the emergent themes
4. Drawing conclusion from the result of data analysis.

Trustworthiness

1. Credibility

Credibility concerns on the truthfulness of the inquiry are finding in which it involves how well the researcher confidently recognize the research finding based on the research design, participants and context (Ary.at.al, 2010). In this study, the researcher used an observation, interview and FGD to make the data possess credibility.

2. Conformability

Conformability is the neutrality of the researcher idea or the point to which the researcher is free of bias in the procedures and the interpretation of the research result (Ary.at.al, 2008). In this study, the researcher used video record in the classroom observation, record in interview, and video recording in FGD.

FINDINGS AND DISCUSSION

Research Findings

This section presents the motivational strategies used by ESP instructors when teaching speaking and the students' responses to the motivational strategies used by ESP instructors when teaching speaking.

Motivational Strategies Used by ESP Instructors

Based on the result of the data analysis from classroom observation and interview, ESP instructors applied several types of motivational strategies, namely: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The detail findings are presented in the following sections.

1. Creating the Basic Motivational Conditions

Creating the basic motivational conditions means that how the instructors should have a good relationship with the students. The instructors also are expected to create a pleasant atmosphere and a cohesive learner group with appropriate group norms. The findings showed that the ESP instructors applied two of the three basic motivational condition categories.

The first category was to build a good personal relationship with the students through engaging the students by calling their nickname and paying attention by connecting every word that the students said, remembering every student's assignment, and student's questions. It was applied to make closer each other, respect them, and feel being involved. In order that, they were more motivated to join the class. The data were taken from the instructor A in the first observation and interview. In detail, the evidence could be seen in appendix I. The data are presented below.

Excerpt Data 1

- **ESP Instruktur :** Not yet...yiyi ready?
Mahasiswa: No..
(ESP instructor A, Observation II/Line. 376-377).

The data showed that the instructor applied creating the basic motivational conditions strategy through calling of the student "Yiyi" in which the original name

is Meri. It was done to engage the students. These evidences were strengthened by the results of the interview with the instructor. In detail, the evidence could be seen in appendix II. The data are shown below.

Excerpt Data 2

- **Interviewee:** Because I want to be close to them. So, at the first meeting, we have introduction. I ask for their nickname, because I need their nickname to make me closer to them, and they like it. The students will feel that you, respect to them, you appreciate them when we use the nickname. So, I like to use the nickname for them. I have name, the students name, Nanda. But she doesn't like to be called Nanda. She asks me to ask them Jessica. So, something like that. At the time I call Jesica, but the first we laugh. But, she love it.
(ESP instructor A, Interview/Line. 200-206).
- **Interviewee:** Ya, to make them more engage. So, I try to connect any word they say. But I have short long term memory. So, maybe that's my best, the best I can do (*Smiling*)
(ESP instructor A, Interview/Line. 213-215).

In addition, the instructor used sharing session to motivate the students in the teaching process. The sharing session was the strategy that was frequently to encourage the students to speak English in the class such as providing icebreaker to warm, giving stimulus the students before explaining the material. So, they could be free to express their ideas. The data were taken from ESP instructor A. In detail, the evidence could be seen in appendix II. The excerpt data was shown below.

Excerpt Data 3

- **Interviewee:** Most often the sharing session is always, I do that. Because I want them to at least be brave to speak outside the materials. Sometimes, the material is boring right. So, I try to be what is it more engage to their life. So that's why I include the sharing session every speaking class that I teach.
(ESP instructor A, Interview/Line.81-84).

In addition, asking a question was applied to motivate the students such as giving a question in every discussion. It was done to check whether the students understood the material, and they were brave and enthusiast to speak English by giving them the opportunity to practice their English in the class. The data were taken from ESP instructor A. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.

Excerpt Data 4

- **Interviewee:** Actually my main vision is I want to make sure that they are understand. But, the other thing I also want to invite them to speak. Sometimes, some clarification. So, I will allow them to speak. So, that's why I say question. (ESP instructor A. Interview/Line.45-47).

Based on the research finding, the instructor offered the students a help during speaking class when they faced the difficulty in doing tasks such as giving solution and guiding to them understand any vocabulary that they did not know. The data were taken from ESP instructors A and B based on the classroom observation in the teaching and learning process. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 5

- **Instruktur ESP:** *(The Instructor ESP walking around and checking the students work)* Don't search in google campaign in English. Search for what you want to know about. For example bullying, go green, or campaign about religion, campaign about social media, or about plastic. (ESP instructor A, Observation 1/Line.157-160).
- **Mahasiswa:** Miss, how to say in English serbaguna?
Instruktur ESP: Serbaguna? Multifunction
(ESP instructor B, Observation IV/Line.89-90).

The second category of creating the basic motivational condition was creating a pleasant and supportive classroom atmosphere. Here, the instructors used mixed language between Indonesian and English to reduce students' anxiety. Yet, the students were allowed to use Indonesian and English in order that they were more comfortable and braver to express their opinions. The data were taken from the classroom observation both instructors A and B from the classroom observation. In detail, the evidence could be seen in appendices I and II. The data are presented below.

Excerpt Data 6

- **Mahasiswa:** Shy...
Instruktur ESP: Shy...terus?shy...apalagi? happy, angry, sad, shy, ayok ngomong pake bahasa Indonesia gak papa
(ESP instructor B, Observation I/Line. 21-22).
- **Interviewee:** For me, to let them mix the bahasa Indonesia and English. I think they more comfortable when I said. So, it's oke you can mix. Then they will be more brave to speak.
(ESP instructor A, Interview/Line. 93-95).

To make the students more comfortable and braver, the instructors allowed the students to bring note even though some of them did not bring it. It was just for checking. The data were taken from the classroom observation both ESP instructors A and B. In detail, the evidence could be seen in appendices I and II. The excerpt data are shown below.

Excerpt Data 7

- **Mahasiswa:** Boleh lihat catatan?
Instruktur ESP: Boleh..boleh lihat itu.. gak papa.
(ESP instructor B, Observation III/Line. 67-68).
- **Interviewee:** Ya allow them to bring a note, but, I always say to them, do not read. This is not reading class, this is speaking class, you can check your note, but not read it. That's why I always say to them. Sometimes, they don't really do that. But, I try to always tell the students that oke you can bring your note. But, make sure you are not reading. It is only for check it.
(ESP instructor A, Interview/Line. 50-54).

In order to reduce the students' anxiety, both of the instructors gave a positive reinforcement through understanding their feeling, making them enjoy to speak, and making them more comfortable to join the class without feeling afraid, worried and nervous. Besides, the students were allowed to use their accent when expressing their ideas. The data were taken from both ESP instructors A and B through interview. In detail, the evidence could be seen in appendices I and II. The excerpt data are shown below.

Excerpt Data 8

- **Instruktur ESP:** So, I think its fine to make a little bit late, because next week we just have. We just only have to get e...UTS. So you are going speak with me one by one, just like that. So, why still UTS? I'm going to tell you after this. You don't have to be nervous. Because it was going to be very easy. Don't be worry. Don't be sad, just relax.
(ESP Instructor A, Observation1/Line. 39-42).
- **Interviewee:** Validating their effort and feelings. If they are nervous I telling that ya. Is it understandable if we are nerveous is very oke, is very normal. I feel it to validating their feeling and their emotions, their efort and positive reinforcment.
(ESP instructor B, Interview/Line. 40-43).

2. Generating Initial Motivation

Generating initial motivation was the second type of motivational strategy such as applying language value and attitude through practicing their English outside the classroom for instructor A. For instance, when the students wanted to send a message, post it in social media, use ATM or hand phone, they had to using English. Here, the instructor emphasized the students to practice English outside the classroom but not in the strict way. On the other way, instructor B applied language value by telling the importance of English for their bright future. For instance, if they did not master English, they could not compete with other country because English is international language. The data were taken from the interview with instructors A and B. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.

Excerpt Data 9

- **Interviewee:** Ya.. I usually told them too. I usually say that when you write something in your social media, use English, when you use ATM, please use English. The ATM you can choose right indonesia version or English version you can use English version, and in your phone, try to use setting in English, something like that.
(ESP instructor A, Interview/Line. 74-78).
- **Interviewee:** I mention MEFTA? MEFTA? Masyarakat Ekonomi Asia. (MEA). Masyarakat Ekonomi Asia is aware people from South Asian countries can get into Indonesia get a job. And is the same the view. Indonesian change to Singapore, Brunei, Malaysia, to get a job without very minimim birocratic period. Is very easy for us to find job, in other countries the same with the other people from the other country. So, it means that our competitor in the job market are not only Indonesia. But also people from Singapore, from Thailand, from Brunei, and they have like the higher hand because they can communicate in English. So, if you can not master English, do not get surprise if people from Singapore, from Thailand go to Indonesia and then find the job instead of you. Find the job instead of you. I mention that.
(ESP instructor B, Interview/Line..92-102).

3. Maintaining and Protecting Motivation

The findings showed that the strategy to maintain the students' motivation applied by ESP instructors A and B was to promote cooperation among the learners through group work activities. The instructor offered the students to choose the partner by themselves to make them more comfortable and confident when presenting the task. Hence, this strategy is important for the students to increase their motivation when learning. The data were taken from both instructors A and B based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 10

- **Instruktur ESP:** Oke you will choose your own partner. Maybe in pairs ya., Berpasangan atau bertiga?
(ESP Instructor A, Observation I/Line. 142-143).
- **Instruktur ESP:** Oke, sebelum kita mulai hari ini. I want you to work in group. Semuanya kan setia dengan UMM ya. So, I want you to think about our campus UMM (*while write in the white board*) please work in group of three. Seperti kemarin tiga-tiga sudah? Bikin group bertiga?
- (ESP instructor B, Observation IV/Line.3-6).

Another strategy used by instructor A was to maintain the student's motivation. Create enjoyable learning through setting the classroom freely. It was done by the students to avoid being nervous and pressured when they wanted to explore their ideas using English. The data was taken from instructor A based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 11

- **Instruktur ESP:** Oke (*smiling*) thank you for sharing viva. Now, I want to ask your opinion. So, which one do you prefer technical like usual or circle? Oke, because I am afraid that if you have to speak in front of the class will be more nervous for you. You will be nervous, more pressure, so for next week, we are going to have the same mood, learning mood, we have going to have the circle. Oke, is it fine?
(ESP Instructor A, Observation IV/Line. 164-169).

Beside setting the classroom freely, the instructor also presenting an interesting material by explaining the material clearly with different media and the instructors' language was easy to understand. The data were taken from ESP instructor A through an interview. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.

Excerpt Data 12

- **Interviewee:** If I have classroom I used LCD projector, If I don't have classroom I will bring white board. Because there something that make clarify the word, something like that. So make them more understand. Sometimes we need to write.
(ESP instructor A, Interview/Line. 114-116).

4. Encouraging positive retrospective self-evaluation

Based on the research finding, both instructors And B provided motivational feedback by giving positive feedback through appreciating the students work, giving the praise such as "good presentation, good job and give applause". Besides, the instructors also gave evaluation in a good way even though the answer or the opinion of the students was wrong. Consequently, the students were not afraid of doing mistakes when they were speaking in English. The Data were taken from both ESP

instructors A and B based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 13

- **InstrukturESP:** Thank you Tita... that's good presentation. Oke, next?
(ESP instructor A, Observation II/Line.375).
- **Instruktur ESP:** Give applause, oke Redwan, you choose who do you want to listen for next?
(ESP instructor A, Observation III/Line.118-119).
- **Mahasiswa:**(*Usman group*) Daring (*means during*)
InstrukturESP: During (*correct the pronunciation with smiling*)
(ESP instructor B, Observation III, Line. 92-93).

Another strategy of encouraging positive retrospective self-evaluation was to apply offering reward. It was applied by instructor A. For instance, when the students have less motivation and were afraid to speak English in class, the instructor offered reward by giving an excellent score. The data were taken from ESP instructor A based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 14

- **Instruktur ESP :** Oh (*nodding*) ya january. So still have many to speak. Anyone who want to speak? Ada yang mau sharing today? I am going to give you plus if you want to speak. Aldi?
(ESP instructor A, Observation IV/L.21-23).

Students Response to Motivational Strategies used by ESP instructors

The result from observation and from FGD, the researcher found that the students' response in term of affective, cognitive, and behavior showed the positive response. In affective aspect, the students were happy and interested in joining the speaking class because the instructor was friendly and the way of giving explanation was interesting and easily to understand. On the other hand, in affective aspect of instructor B, the students showed have less positive response because the way of the instructor's explanation was not interesting and the tasks were not challenging. However, they were happy to join the class because the activity was outside the classroom that was in Gazebo. So that, they could be refreshing from Accounting course. The data were taken from students D, A, and B based on the Focus Group

Discussion (FGD). In detail, the evidence could be seen in the appendix III. The excerpt data was shown below.

Excerpt Data 15

- **Student D:** Positive, we are happy with the way the instructor teaches us. In the class we give feedback to each other. So, we feel comfortable in the classroom. So it is like, enjoy in the classroom. In the speaking class, we feel enthusiast and interest to join the class. And we don't want to didn't attend the class. We always intersted to join the class because the instructor very friendly and make us relax to join her class.
(Student D, A Class, FGD/Line.99-103).
- **Student A:** The instructor is very friendly, like give positive energy for us to join speaking class. When the instructor explain te material the instructor like give us encouragement to speaking English with smiling and friendly. So, make us more interesting and enthusiast to speak English in the class, it is like, oke I want to go, I want to try.
(Student D, A Class, FGD/Line.56-60).
- **Student B:** I am happy, because the class of speaking in gazebo, not because of the way the instructor deliver the material. So, we can make our mind refresh from Accountant course.
(Student B, B Class, FGD/Line.27-29).

Cognitive aspect, the students from instructor A was positive. It was indicated by the students' attention when explaining the material and the instructor's instruction was easily to understand. But, for the students B, it was have less positive because the way of teaching was not interesting and not challenging in which the students' joined the English class for the need in the future carrier. The data were taken from students D, B, and A based on the Focus Group Discussion (FGD). In detail, the evidence could be seen in the appendix III. The excerpt data was shown below.

Excerpt Data 16

- **Student C:** I really like the instructor because the way the instructor explain the material is very fun and brief and make us understand the material, even though the instructor mostly use English but we can uderstand what the instructor said. And the instructor didn't make us afraid to speak English in the classroom.
(Student C, A Class, FGD/Line.38-41).
- **Student B:** Actually I interested with learning speaking. But, because the way the instructor explain is monotone and the task that given by instructor was not challenging.
(Student B, B Class, FGD/Line.79-81).

For the behavioral aspect, the students A and B showed positive responses. It was indicated by doing the task although they did not understand the vocabularies but they asked the instructor related the material. The data was taken from classroom observation. In detail, the evidence could be seen in the appendix III, The excerpt data was shown below.

Excerpt Data 17

- **Mahasiswa:** Bagaimana kalau ini miss (*showing their work*)
Instruktur ESP: Yes that's good (*with smiling*). Oke find the why. Oke now, find the way at least two minimum or three, tambahkan lagi. Selain mengganggu apa lagi? Oke boleh, harus ada emosinya.
(ESP instructor A, Observation 1/Line 172-175).
- **Mahasiswa:** Miss? (*Asking the question*)
Instruktur ESP: Apa? (*approach the student*)
Mahasiswa: How to say in English serbaguna?
Instruktur ESP: Serbaguna? Multifunction
(ESP instructor B, Observation IV/Line.87-90).

Discussion

In this section, the research findings are clarified with the established theory and previous research related to the motivational strategies when teaching speaking. Yet, for the creating the basic motivational conditions, the finding revealed that the instructors had a good personal relationship with the students through engaged the students by called their nickname, sharing session, asking and giving question. The instructors also created a pleasant classroom atmosphere by reducing their anxiety to make the students comfortable and confidence to speaking English in the classroom. To create the pleasant atmosphere the instructors used mix language or code switching and the instructors allowed the students to bring a note, and gave the positive reinforcement to motivate the students when teaching speaking. Nurhamidah (2018) stated that the use of code switching in EFL classroom gives students more comfortable in which they are able to speak freely with no strict rule and-switching is very helpful for both teachers and students in classroom.

The next type of motivational strategy used was generating initial motivation through presenting the material in fun way. Adana (2013) stated that in the classrooms where teachers presented students with the chance to get active participants, students became eager towards lesson. Besides, the instructor

emphasized the students to practice English outside the classroom and told the importance of English for their bright future. The third type was maintaining and protecting motivation. It was showed by promoting cooperation among the learners through group work activities and creating enjoyable learning. Therefore, Ahmed and Bedri (2018) stated that cooperative learning helps learners practice the language they are learning in a very comprehensible way. On the other hand, Wendy (2007) believes that using cooperative learning structures both formally and informally can make lessons into fun, where students are really involved in their learning.

The last type was encouraging positive retrospective self-evaluation. In this type the researcher found that the instructor provided positive feedback for the students. Thus, the teachers could improve students' learning environment by presenting the feedback in a positive way (Mamoon et al, 2016). In another hand, the students were offered a reward when they faced the difficult task.

Related to the students' responses to motivational strategies, they were categorized in term affective, cognitive and behavioral aspect were positive response for ESP instructor A and for the instructor B in term affective, cognitive, have less positive response and positive response in behavioral aspect. Nugroho and Mayda (2015) state that the students' respond for the motivational strategies was positively for teacher 1 and 3 because of the teacher applied motivational strategies completely, but the teacher 2 applied motivational strategies incompletely and the students responded was negatively.

Related to the previous study, Nugroho and Mayda (2015) found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded positively by students. On the other hand teacher 2 did not apply motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded negatively by students. Despite on the similarities among the current findings with the previous findings, the new findings also emerged in this research such as sharing session to make the students motivated to speak in the teaching learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussions presented in the previous chapter, it can be concluded that ESP instructors A and B applied several types of motivational strategies, namely; creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. For creating the basic motivational conditions, both instructors A and B only used two of the three categories of this strategy, namely; appropriate teacher behaviour and created a pleasant and supportive classroom atmosphere.

The next type was generating initial motivation. Both instructors A and B applied only one of the four categories of this kind strategy, namely; language value and attitude. The third type was maintaining motivation, both of instructors A and B applied the strategies through promoting cooperation among the learners and creating enjoyable learning from eight categories. The last type was encouraging positive retrospective self-evaluation by providing the motivational feedback and offering the reward for ESP instructor A, while the ESP instructor B provided motivational feedback.

In regard the students' responses to the motivational strategies, the findings of this research revealed that the students from ESP instructor A in term of affective, cognitive and behavior aspect were positive response. And for the students from ESP instructor B in term affective, cognitive, were have less positive responses and positive responses in behavior aspects. The new finding emerged in this research. It was sharing session in which it provided solution to make the students getting motivation to speak English.

Suggestions

Motivational strategies can influence the students' motivation in the teaching and learning process. It is important to instructors aware of the existence of motivational strategies applied in the classroom. Based on the findings in this research, the suggestions are provided. Firstly, the ESP instructors are expected to be aware of the importance of motivational strategies to increase students 'motivation in

learning English. Secondly, the students are expected to aware of the motivational strategies that the instructor applied and the students can increase their motivation and have positive responses. The last is for the next researcher who expects to develop and explore these motivational strategies in other Department of ESP. The next researcher might investigate some factors that can increase the student's motivation in learning English.



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Appendix-I.a1 Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist“Observation I”

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 29th March 2019
Time of observation : 07.13-08.23 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			During teaching and learning process the instructor always smile and built a good relationship through calling their nickname, and paying attention by connecting every word that the students said and also used sharing session to know more the students life. Then, the instructor asking the students to check whether the students understand about the material and allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior</i>			
	<ul style="list-style-type: none"> The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. 		✓	
	<ul style="list-style-type: none"> The teacher share of his or her own personal interest in the foreign language with his or her students. 		✓	
	<ul style="list-style-type: none"> The teacher develops a personal relationship with the students. 	✓		During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<i>1.2 Pleasant and Supportive Atmosphere</i>			
	<ul style="list-style-type: none"> Encourage risk-taking and have mistakes accepted as a natural part of learning. 	✓		
	<ul style="list-style-type: none"> Bring and encourage humor. 		✓	
	<i>1.3 A cohesive learner group with appropriate group norms.</i>			
	<ul style="list-style-type: none"> The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. 		✓	
	<ul style="list-style-type: none"> The teacher create group norms to maintain a cooperative group of the students. 		✓	

	<p>specific, short-term goals for themselves.</p> <p><i>3.4 protecting the learners self-esteem and increasing their self confidence.</i></p> <ul style="list-style-type: none"> • Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory. ✓ • The teacher encourage the students in persuasive manner. ✓ • The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies. ✓ • Help learners to accept the fact that they will make mistakes as part of the learning process. ✓ <p><i>3.5 Allowing learners to maintain a positive social image.</i></p> <ul style="list-style-type: none"> • Select activities that contain 'good' roles for the participants. ✓ • Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. ✓ <p><i>3.6 Creating learner autonomy</i></p> <ul style="list-style-type: none"> • Allow learners real choices about as many aspects of the learning process as possible. ✓ <p><i>3.7 Promoting self-motivating strategies.</i></p> <ul style="list-style-type: none"> • Raise your students' awareness of the importance of self motivation. ✓ • Share with each other strategies that you have found useful in the past. ✓ • Encourage students to adopt, develop and apply self motivating strategies. ✓ <p><i>3.8 Promoting cooperation among the learners.</i></p> <ul style="list-style-type: none"> • Set up tasks in which teams of learners are asked to work together towards the same goal. ✓ • Provide students with some 'social training' to learn how best to work in a team. ✓ 			<p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it's oke that's mistake. And come on you can do it. During teaching and learning process, the instructor select the activities based on their profesional field and when they make mistake, she give input in positive way.</p> <p>When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.</p>
4.	<p>Encouraging positive retrospective self-evaluation</p> <p><i>4.1 Promoting motivational attributions.</i></p> <ul style="list-style-type: none"> • Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient 		✓	

	<p>ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback.</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.</p>

Appendix-1.a2. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation II”

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 26th April 2019
Time of observation : 07.15-08.52 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			During teaching and learning process the instructor always smile and built a good relationship through calling their nickname, and paying attention by connecting every word that the students said and also used sharing session to know more the students life. Then, the instructor asking the students to check whether the students understand about the material and allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior</i>			
	<ul style="list-style-type: none"> The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. 		✓	
	<ul style="list-style-type: none"> The teacher share of his or her own personal interest in the foreign language with his or her students. 		✓	
	<ul style="list-style-type: none"> The teacher develops a personal relationship with the students. 	✓		During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<i>1.2 Pleasant and Supportive Atmosphere</i>			
	<ul style="list-style-type: none"> Encourage risk-taking and have mistakes accepted as a natural part of learning. 	✓		
	<ul style="list-style-type: none"> Bring and encourage humor. 		✓	
	<i>1.3 A cohesive learner group with appropriate group norms.</i>			
	<ul style="list-style-type: none"> The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. 		✓	
	<ul style="list-style-type: none"> The teacher create group norms to maintain a cooperative group of the students. 		✓	

	<p>specific, short-term goals for themselves.</p> <p><i>3.4 protecting the learners self-esteem and increasing their self confidence.</i></p> <ul style="list-style-type: none"> • Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory. ✓ • The teacher encourage the students in persuasive manner. ✓ • The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies. ✓ • Help learners to accept the fact that they will make mistakes as part of the learning process. ✓ <p><i>3.5 Allowing learners to maintain a positive social image.</i></p> <ul style="list-style-type: none"> • Select activities that contain 'good' roles for the participants. ✓ • Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. ✓ <p><i>3.6 Creating learner autonomy</i></p> <ul style="list-style-type: none"> • Allow learners real choices about as many aspects of the learning process as possible. ✓ <p><i>3.7 Promoting self-motivating strategies.</i></p> <ul style="list-style-type: none"> • Raise your students' awareness of the importance of self motivation. ✓ • Share with each other strategies that you have found useful in the past. ✓ • Encourage students to adopt, develop and apply self motivating strategies. ✓ <p><i>3.8 Promoting cooperation among the learners.</i></p> <ul style="list-style-type: none"> • Set up tasks in which teams of learners are asked to work together towards the same goal. ✓ • Provide students with some 'social training' to learn how best to work in a team. ✓ 			<p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it's oke that's mistake. And come on you can do it.</p> <p>During teaching and learning process, the instructor select the activities based on their professional field and when they make mistake, she give input in positive way.</p> <p>When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.</p>
4.	<p>Encouraging positive retrospective self-evaluation</p> <p><i>4.1 Promoting motivational attributions.</i></p> <ul style="list-style-type: none"> • Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient 		✓	

	<p>ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback.</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.</p>

Appendix-1.a3. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation III”

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 10th May 2019
Time of observation : 07.45-08.37 a.m
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			During teaching and learning process the instructor always smile and built a good relationship through calling their nickname, and paying attention by connecting every word that the students said and also used sharing session to know more the students life. Then, the instructor asking the students to check whether the students understand about the material and allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior</i>			
	• Theteacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally.		✓	
	• The teacher share of his or her own personal interest in the foreign language with his or her students.		✓	
	• The teacher develops a personal relationship with the students.	✓		
	<i>1.2 Pleasant and Supportive Atmosphere</i>			
	• Encourage risk-taking and have mistakes accepted as a natural part of learning.	✓	✓	
	• Bring and encourage humor.			During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<i>1.3 A cohesive learner group with appropriate group norms.</i>			
	• The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix.		✓	
	• The teacher create group norms to maintain a cooperative group of the students.		✓	

	<p>specific, short-term goals for themselves.</p> <p><i>3.4 protecting the learners self-esteem and increasing their self confidence.</i></p> <ul style="list-style-type: none"> • Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory. ✓ • The teacher encourage the students in persuasive manner. ✓ • The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies. ✓ • Help learners to accept the fact that they will make mistakes as part of the learning process. ✓ <p><i>3.5 Allowing learners to maintain a positive social image.</i></p> <ul style="list-style-type: none"> • Select activities that contain 'good' roles for the participants. ✓ • Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. ✓ <p><i>3.6 Creating learner autonomy</i></p> <ul style="list-style-type: none"> • Allow learners real choices about as many aspects of the learning process as possible. ✓ <p><i>3.7 Promoting self-motivating strategies.</i></p> <ul style="list-style-type: none"> • Raise your students' awareness of the importance of self motivation. ✓ • Share with each other strategies that you have found useful in the past. ✓ • Encourage students to adopt, develop and apply self motivating strategies. ✓ <p><i>3.8 Promoting cooperation among the learners.</i></p> <ul style="list-style-type: none"> • Set up tasks in which teams of learners are asked to work together towards the same goal. ✓ • Provide students with some 'social training' to learn how best to work in a team. ✓ 			<p>task.</p> <p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it's oke that's mistake. And come on you can do it.</p> <p>During teaching and learning process, the instructor select the activities based on their profesional field and when they make mistake, she give input in positive way.</p> <p>When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.</p>
4.	<p>Encouraging positive retrospective self-evaluation</p> <p><i>4.1 Promoting motivational attributions.</i></p> <ul style="list-style-type: none"> • Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient 		✓	

	<p>ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback.</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.</p>

Appendix-1.a4. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation IV”

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 17th May 2019
Time of observation : 07.54-08.38 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
1.	<p>Creating The Basic Motivational Conditions</p> <p><i>1.1 Appropriate teacher behavior</i></p> <ul style="list-style-type: none"> • Theteacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. • The teacher share of his or her own personal interest in the foreign language with his or her students. • The teacher develops a personal relationship with the students. <p><i>1.2 Pleasant and Supportive Atmosphere</i></p> <ul style="list-style-type: none"> • Encourage risk-taking and have mistakes accepted as a natural part of learning. • Bring and encourage humor. <p><i>1.3A cohesive learner group with appropriate group norms.</i></p> <ul style="list-style-type: none"> • The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. • The teacher create group norms to maintain a cooperative group of the students. 	<p>Yes</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>No</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>During teaching and learning process the instructor always smile and built a good relationship through calling their nickname, and paying attention by connecting every word that the students said and also used sharing session to know more the students life. Then, the instructor asking the students to check whether the students understand about the material and allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.</p> <p>During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.</p> <p>On the other strategy to reduce the students anxiety the instructor create the task in pair work.</p>

	<p>specific, short-term goals for themselves.</p> <p><i>3.4 protecting the learners self-esteem and increasing their self confidence.</i></p> <ul style="list-style-type: none"> • Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory. ✓ • The teacher encourage the students in persuasive manner. ✓ • The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies. ✓ • Help learners to accept the fact that they will make mistakes as part of the learning process. ✓ <p><i>3.5 Allowing learners to maintain a positive social image.</i></p> <ul style="list-style-type: none"> • Select activities that contain 'good' roles for the participants. ✓ • Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. ✓ <p><i>3.6 Creating learner autonomy</i></p> <ul style="list-style-type: none"> • Allow learners real choices about as many aspects of the learning process as possible. ✓ <p><i>3.7 Promoting self-motivating strategies.</i></p> <ul style="list-style-type: none"> • Raise your students' awareness of the importance of self motivation. ✓ • Share with each other strategies that you have found useful in the past. ✓ • Encourage students to adopt, develop and apply self motivating strategies. ✓ <p><i>3.8 Promoting cooperation among the learners.</i></p> <ul style="list-style-type: none"> • Set up tasks in which teams of learners are asked to work together towards the same goal. ✓ • Provide students with some 'social training' to learn how best to work in a team. ✓ 	✓	<p>task.</p> <p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it's oke that's mistake. And come on you can do it. During teaching and learning process, the instructor select the activities based on their profesional field and when they make mistake, she give input in positive way.</p> <p>When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.</p> <p>To maintain and protect the students motivation the instructor offered the students in pair work or team to make them more comfortable and confident when presenting the task.</p>
4.	<p>Encouraging positive retrospective self-evaluation</p> <p><i>4.1 Promoting motivational attributions.</i></p> <ul style="list-style-type: none"> • Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient 	✓	

	<p>ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback.</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress. When the students have less motivation and faced difficult task, the instructor give reward through excellent score to make the students motivate to speak English in the classroom.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.</p>

Appendix-I.b1. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation I”

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Monday, 29th April 2019
Time of observation : 10.12-11.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior.</i>			
	<ul style="list-style-type: none"> • The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. 		✓	
	<ul style="list-style-type: none"> • The teacher share of his or her own personal interest in the foreign language with his or her students. 		✓	During speaking class, when the students make a mistakes that was normal, part of learning. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<ul style="list-style-type: none"> • The teacher develops a personal relationship with the students. 	✓		
	<i>1.2 Pleasant and Supportive Atmosphere</i>			
	<ul style="list-style-type: none"> • Encourage risk-taking and have mistakes accepted as a natural part of learning. 	✓		
	<ul style="list-style-type: none"> • Bring and encourage humor. 		✓	
	<i>1.3 A cohesive learner group with appropriate group norms</i>			
	<ul style="list-style-type: none"> • The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. 		✓	
	<ul style="list-style-type: none"> • The teacher create group norms to maintain a cooperative group of the students. 		✓	

2.	<p>Generating initial motivation <i>2.1 Enhancing the learners related values and attitudes.</i></p> <ul style="list-style-type: none"> • The teacher raises the learners' intrinsic interest in the language learning process. • The teacher promotes 'integrative' values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general. • The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an Language. <p><i>2.2 Increasing the learners expectancy of success.</i></p> <ul style="list-style-type: none"> • The teacher increases the students' expectancy of success in particular tasks and in learning in general. <p><i>2.3 Increasing the learners goal orientedness.</i></p> <ul style="list-style-type: none"> • The teacher increases his or her students' goal-orientedness by formulating explicit class goals accepted by them. <p><i>2.4 Making the teaching materials relevant for the learners.</i></p> <ul style="list-style-type: none"> • The teacher makes the curriculum and the teaching materials relevant to the students. <p><i>2.5 Creating realistic learner beliefs</i></p> <ul style="list-style-type: none"> • The teacher helps realistic learner beliefs. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of english and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.</p> <p>Here, the instructor help the students when they faced the difficult task.</p>
3.	<p>Maintaining and protecting motivation <i>3.1 Making learning stimulating and enjoyable.</i></p> <ul style="list-style-type: none"> • The teacher increases the attractiveness of the tasks. • The teacher presents and administers tasks in a motivating way. • The teacher uses goal-setting methods in his or her classroom. <p><i>3.2 Presenting tasks in a motivating way.</i></p> <ul style="list-style-type: none"> • Explain the purpose and utility of a task. • Provide appropriate strategies to carry out the task. <p><i>3.3 Setting specific learner goals</i></p> <ul style="list-style-type: none"> • Encourage learners to select 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor guide the students to solve the task. And also when the students make mistake, the instructor give positive</p>

	<p>ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p>4.2 <i>Providing motivational feedback</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p>4.3 <i>Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p>4.4 <i>Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>During teaching and learning process the students didn't active and anthusiast and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind</p>

Appendix-I.b2. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation II”

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Tuesday, 30th April 2019
Time of observation : 09.43-10.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior.</i>			
	<ul style="list-style-type: none"> • The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. 		✓	
	<ul style="list-style-type: none"> • The teacher share of his or her own personal interest in the foreign language with his or her students. 		✓	During speaking class, when the students make a mistakes that was normal, part of learning. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<ul style="list-style-type: none"> • The teacher develops a personal relationship with the students. 	✓		
	<i>1.2 Pleasant and Supportive Atmosphere</i>			
	<ul style="list-style-type: none"> • Encourage risk-taking and have mistakes accepted as a natural part of learning. 	✓		
	<ul style="list-style-type: none"> • Bring and encourage humor. 		✓	
	<i>1.3 A cohesive learner group with appropriate group norms</i>			
	<ul style="list-style-type: none"> • The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. 		✓	
	<ul style="list-style-type: none"> • The teacher create group norms to maintain a cooperative group of the students. 		✓	

2.	<p>Generating initial motivation</p> <p><i>2.1 Enhancing the learners related values and attitudes.</i></p> <ul style="list-style-type: none"> • The teacher raises the learners' intrinsic interest in the language learning process. • The teacher promotes 'integrative' values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general. • The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an Language. <p><i>2.2 Increasing the learners expectancy of success.</i></p> <ul style="list-style-type: none"> • The teacher increases the students' expectancy of success in particular tasks and in learning in general. <p><i>2.3 Increasing the learners goal orientedness.</i></p> <ul style="list-style-type: none"> • The teacher increases his or her students' goal-orientedness by formulating explicit class goals accepted by them. <p><i>2.4 Making the teaching materials relevant for the learners.</i></p> <ul style="list-style-type: none"> • The teacher makes the curriculum and the teaching materials relevant to the students. <p><i>2.5 Creating realistic learner beliefs</i></p> <ul style="list-style-type: none"> • The teacher helps realistic learner beliefs. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of english and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.</p> <p>Here, the instructor help the students when they faced the difficult task.</p>
3.	<p>Maintaining and protecting motivation</p> <p><i>3.1 Making learning stimulating and enjoyable.</i></p> <ul style="list-style-type: none"> • The teacher increases the attractiveness of the tasks. • The teacher presents and administers tasks in a motivating way. • The teacher uses goal-setting methods in his or her classroom. <p><i>3.2 Presenting tasks in a motivating way.</i></p> <ul style="list-style-type: none"> • Explain the purpose and utility of a task. • Provide appropriate strategies to carry out the task. <p><i>3.3 Setting specific learner goals</i></p> <ul style="list-style-type: none"> • Encourage learners to select 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>After Explain the material clearly, the instructor also gave the task related to the material.</p>

	<p>rather than by their insufficient ability.</p> <ul style="list-style-type: none"> • The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback</i></p> <ul style="list-style-type: none"> • Notice and react to any positive contributions from your students. • Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. • The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> • Monitor student accomplishments and progress. • Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> • The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> • In teaching and learning process the students more active. • The students more enthusiast in teaching and learning process. • The students enjoy in teaching learning processs • The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>During teaching and learning process the students didn't active and anthusiast and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind</p>

Appendix-1b3. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation III”

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Monday, 13^h May 2019
Time of observation : 09.43-10.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
		Yes	No	
1.	Creating The Basic Motivational Conditions			The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.
	<i>1.1 Appropriate teacher behavior.</i>			
	<ul style="list-style-type: none"> The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. The teacher share of his or her own personal interest in the foreign language with his or her students. The teacher develops a personal relationship with the students. 	✓	✓	
	<i>1.2 Pleasant and Supportive Atmosphere</i>			During speaking class, when the students make a mistakes that was normal, part of learning. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
	<ul style="list-style-type: none"> Encourage risk-taking and have mistakes accepted as a natural part of learning. Bring and encourage humor. 	✓	✓	
	<i>1.3 A cohesive learner group with appropriate group norms</i>			On the other strategy to create students motivation the instructor create the task in pair work.
	<ul style="list-style-type: none"> The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. The teacher create group norms to maintain a cooperative group of the students. 	✓	✓	

2.	<p>Generating initial motivation <i>2.1 Enhancing the learners related values and attitudes.</i></p> <ul style="list-style-type: none"> • The teacher raises the learners' intrinsic interest in the language learning process. • The teacher promotes 'integrative' values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general. • The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an Language. <p><i>2.2 Increasing the learners expectancy of success.</i></p> <ul style="list-style-type: none"> • The teacher increases the students' expectancy of success in particular tasks and in learning in general. <p><i>2.3 Increasing the learners goal orientedness.</i></p> <ul style="list-style-type: none"> • The teacher increases his or her students' goal-orientedness by formulating explicit class goals accepted by them. <p><i>2.4 Making the teaching materials relevant for the learners.</i></p> <ul style="list-style-type: none"> • The teacher makes the curriculum and the teaching materials relevant to the students. <p><i>2.5 Creating realistic learner beliefs</i></p> <ul style="list-style-type: none"> • The teacher helps realistic learner beliefs. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of english and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.</p> <p>Here, the instructor help the students when they faced the difficult task.</p>
3.	<p>Maintaining and protecting motivation <i>3.1 Making learning stimulating and enjoyable.</i></p> <ul style="list-style-type: none"> • The teacher increases the attractiveness of the tasks. • The teacher presents and administers tasks in a motivating way. • The teacher uses goal-setting methods in his or her classroom. <p><i>3.2 Presenting tasks in a motivating way.</i></p> <ul style="list-style-type: none"> • Explain the purpose and utility of a task. • Provide appropriate strategies to carry out the task. <p><i>3.3 Setting specific learner goals</i></p> <ul style="list-style-type: none"> • Encourage learners to select 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>After Explain the material clearly, the instructor also gave the task related to the material.</p>

	<p>rather than by their insufficient ability.</p> <ul style="list-style-type: none"> The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback</i></p> <ul style="list-style-type: none"> Notice and react to any positive contributions from your students. Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> Monitor student accomplishments and progress. Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> In teaching and learning process the students more active. The students more enthusiast in teaching and learning process. The students enjoy in teaching learning processs The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>During teaching and learning process the students didn't active and anthusiast and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind</p>

Appendix-1b4. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation IV”

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Tuesday, 14th May 2019
Time of observation : 10.50-11.52 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

No	Motivational Strategy	Applied		Note
1.	<p>Creating The Basic Motivational Conditions</p> <p><i>1.1 Appropriate teacher behavior.</i></p> <ul style="list-style-type: none"> • Theteacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally. • The teacher share of his or her own personal interest in the foreign language with his or her students. • The teacher develops a personal relationship with the students. <p><i>1.2 Pleasant and Supportive Atmosphere</i></p> <ul style="list-style-type: none"> • Encourage risk-taking and have mistakes accepted as a natural part of learning. • Bring and encourage humor. <p><i>1.3 A cohesive learner group with appropriate group norms</i></p> <ul style="list-style-type: none"> • The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix. • The teacher create group norms to maintain a cooperative group of the students. 	<p>Yes</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>No</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.</p> <p>During speaking class, when the students make a mistakes that wasnormal, part of learning. Moreover, the instructor help the students when they faced the difficult task or vocabulary.</p> <p>On the other strategy to create students motivation the instructor create the task in pair work.</p>

2.	<p>Generating initial motivation <i>2.1 Enhancing the learners related values and attitudes.</i></p> <ul style="list-style-type: none"> • The teacher raises the learners' intrinsic interest in the language learning process. • The teacher promotes 'integrative' values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general. • The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an Language. <p><i>2.2 Increasing the learners expectancy of success.</i></p> <ul style="list-style-type: none"> • The teacher increases the students' expectancy of success in particular tasks and in learning in general. <p><i>2.3 Increasing the learners goal orientedness.</i></p> <ul style="list-style-type: none"> • The teacher increases his or her students' goal-orientedness by formulating explicit class goals accepted by them. <p><i>2.4 Making the teaching materials relevant for the learners.</i></p> <ul style="list-style-type: none"> • The teacher makes the curriculum and the teaching materials relevant to the students. <p><i>2.5 Creating realistic learner beliefs</i></p> <ul style="list-style-type: none"> • The teacher helps realistic learner beliefs. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of english and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.</p> <p>Here, the instructor help the students when they faced the difficult task.</p>
3.	<p>Maintaining and protecting motivation <i>3.1 Making learning stimulating and enjoyable.</i></p> <ul style="list-style-type: none"> • The teacher increases the attractiveness of the tasks. • The teacher presents and administers tasks in a motivating way. • The teacher uses goal-setting methods in his or her classroom. <p><i>3.2 Presenting tasks in a motivating way.</i></p> <ul style="list-style-type: none"> • Explain the purpose and utility of a task. • Provide appropriate strategies to carry out the task. <p><i>3.3 Setting specific learner goals</i></p> <ul style="list-style-type: none"> • Encourage learners to select 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>After Explain the material clearly, the instructor also gave the task related to the material.</p> <p>When the students ask the question related the task, the instructor guide the students to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the</p>

	<p>rather than by their insufficient ability.</p> <ul style="list-style-type: none"> The teacher increases the students' self motivating capacity. <p><i>4.2 Providing motivational feedback</i></p> <ul style="list-style-type: none"> Notice and react to any positive contributions from your students. Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on. The teacher provides students with positive information feedback. <p><i>4.3 Increasing learner satisfaction.</i></p> <ul style="list-style-type: none"> Monitor student accomplishments and progress. Regularly include tasks that involve the public display of the students' skills. <p><i>4.4 Offering rewards and grades in a motivating manner.</i></p> <ul style="list-style-type: none"> The teacher offers rewards in a motivational manner. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that's good presentation, good job, and give applause.</p> <p>During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.</p>
	<p>The students response when the ESP instructor used some strategies when teaching speaking</p> <ul style="list-style-type: none"> In teaching and learning process the students more active. The students more enthusiast in teaching and learning process. The students enjoy in teaching learning processs The students feel bored in taching learning process. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>During teaching and learning process the students didn't active and anthusiast and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind</p>

Appendix-1.a1. The transcription of classroom observation Classroom Observation 1

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastris
Date of observation : Friday, 29th March 2019
Time of observation : 07.13-08.23 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh (*with smiling*) 1
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh 2
Instruktur ESP: Ok, checking attendance first ya (*switching to Indonesian saying "ya"*) 3
 And redwan? Is not here? ok, so... do you have e..whatsapp group for thisclass? (*use* 4
gesture and pointing the class) 5
Mahasiswa : Yes... 6
Instruktur ESP: Yes? Can you please invite me? (*use gesture and pointing her self*) 7
 Because I need the group whatsapp for UTS 8
Mahasiswa : UTS nyaapa miss? 9
Instruktur ESP: Ya..for UTS is still secret. I will tell you after this 10
Mahasiswa : (*Yiyi come forward for sharing session*) 11
Instruktur ESP: Ok...you can start 12
Mahasiswa : (*The students start sharing session*) This tausiyah is my favorite that 13
 I often listen. This tausiyah from ustadhanan because the tausiyah is valid and easy 14
 to be understood and recommended because ustadhanan really understand the criteria 15
 of young people and explain with ... (*the students unclear talk....*) thank you. 16
Instruktur ESP: Since when you like ustadhanan? 17
Mahasiswa : Since? 18
Instruktur ESP: Sejak? 19
Mahasiswa : Sejak... 20
Instruktur ESP: Ya..since when? 21
Mahasiswa : Baru-baru saja 22
Instruktur ESP: What's your most favorite topic from ustadhanan? About what? 23
Mahasiswa : Love (*shy and smiling*) 24
Instruktur ESP: About love? (*with smiling*) Ok...you don't have to be shy. 25
 (*with smiling*) Thank you yiyi. That's all? You want to sharing more? 26
Mahasiswa : No...(*also use gesture*) 27
Instruktur ESP: Ok...thank you yiyi for sharing, (*with smiling*) is there anyone else? 28
 Want to sharing about ustadhanan too? Following yiyi. Is it from youtube or instagram? 29
Mahasiswa : Youtube and instagram 30
Instruktur ESP: Oh both for youtube and instagram. Fikri still not here? 31
Mahasiswa : No... 32
Instruktur ESP: Ok, so...ehh...next week we are going to have UTS 33
Mahasiswa : UTS? 34
Instruktur ESP: Yes. So...for next week maybe we don't have to start too early like 35

this morning maybe 07.30 is fine. Because, we not going to have sharing session.	36
Just UTS. Is it? What do you think?	37
Mahasiswa :Yes	38
Instruktur ESP: I think it's fine to make a little bit late, because next week we just	39
have, we just only have to get e...UTS. So..you are going speak with me one by one	40
just like that. So, why still UTS? I'm going to tell you after this. You don't have to be	41
nervous. Because it was going to be very easy. Don't worry. Don't sad just relax	42
Mahasiswa : Miss how about UTS?	43
Instruktur ESP: Yes, you just speak in front of me. so will reduce your nervous	44
right?Ok...let's start for the topic today, this is about what we are talking about,	45
(<i>pointing the Powerpoint</i>) campaign, you know what is campaign? What's campaign?	46
Kampanye...what do we have in kampanye? Apa si sebenarnya? What is it campaign?	47
Apa si kampanye	48
Mahasiswa :Promotion	49
Instruktur ESP: Ok...promotion..what else? (<i>while write in the white board</i>) what else?	50
Ok, maybe I change the question. The example of campaign. If you have you ever seen.	51
e...for this case I will not talking about politics, no....It's not about president campaign,	52
no....it is about the other campaign. Kampanye tentang yang lain. What is the example?	53
If you have ever seen. Contoh-contohkampanye yang pernah kalian lihat. Maybe on the	54
street or somewhere else, or maybe in Instagram.	55
Mahasiswa : Game...	56
Instruktur ESP: About....? Like what? campaignnya gimana kalau game? usuallya	57
campaign should be have a message. Campaigne itu harus ada messagenya	58
Mahasiswa : Do not burn the forest	59
Instruktur ESP: Iya... do not burn the forest(<i>while write on the white board</i>). This is	60
another type of campaign. In Kalimantan we have this a lot.	61
Mahasiswa :Yes	62
Instruktur ESP: Yes...what else? Because you familiar with it. Ya me too. Oke, I'm	63
going	
too. Oke, I'm going to give the example in picture(<i>while pointing the power point</i>). Maybe	64
you can help me. This one... I have this picture. Hem...campaign about go green and save	65
earth. What comes into your mind (<i>while use gesture</i>) about this campaign(<i>pointing</i>	66
<i>the power point</i>)? Kira-kira hal apa yang berhubungan dengan kampanye ini?	67
Contoh-contohnya apa aja supaya kita go green. Gimana sih caranya go green?	68
Mahasiswa : Don't throw a trash in every where	71
Instruktur ESP: Oke.... we can say do not litter (<i>while write on the white board</i>)litter	72
itu do not throw.. do not what is it ...jangan buang sampah sembarangan ya.....Do not	73
litter. Question?	74
Mahasiswa : No...	75
Instruktur ESP: No?... next... ok I'm going to talk about the definition. So campaign is	76
actually about inviting someone and then persuading someone and convincing someone.	77
What's inviting?	78
Mahasiswa : Mengajak...	79
Instruktur ESP: Mengajak..so you are going to invited someone and then you persuade	80
them. What is persuade?	81
Mahasiswa : Mempengaruhi	82
Instruktur ESP: Mempengaruhi... and then you convincing them. This is good or this is	83

bad. Meyakinkan. That is campaign. You have to invite, to persuade and to convince someone to do what you say. And for campaign I'm going to be divided into three parts. It is to make you easier to perform. So.... I have this...three parts for campaign. The first is the why, I already talk you here to why (<i>pointing the word why in the white board</i>). Why here means the reasons and the evidence. So why you should do this campaign. But the reason is not strong enough you have to give the evidence. Yes... to be more convincing. The second is about the how. And how here means what is the solution of what is the actions and the last is the so. So here is the conclusion or the statement or the statement the sentence that you think will be powerful to make other people more understand about the campaign. Misal pakaigo green tadi kira-kira so we should take our life style to be more greener for example. Kalau misalnya bullying tadi (<i>while pointing the explanation about bullying on the white board</i>) so we should stop bullying or maybe for social media so we should think before posting. Jadi, so itu intinya restatement, powerful statement I'm going to give you the example. After this, I ask you to do this. For example... this campaign, no smoking in public area (<i>while showing the power point</i>). This is a campaign to for people to not smoke in the public area. What is public area? What's the example of public area?	84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Mahasiswa : Mall	101
Instruktur ESP : Mall, ICT, oke...ICT, what else? (<i>while write on the white board</i>)	102
Mana disini public area?	103
Mahasiswa : Gazebo...	104
Instruktur ESP : Gazebo yes... (<i>while write on the white board</i>)	105
Mahasiswa : Hospital	106
Instruktur ESP : Hospital... (<i>while write on the white board</i>)	107
Mahasiswa : Pasar miss	108
Instruktur ESP : Market (<i>while write on the white board</i>)	109
Mahasiswa : Matos	110
Instruktur ESP : Yes, everyone in public area except in your own house ya.. (<i>with and smiling</i>). Public area. Oke I'm going to show you the example of how you do this campaign and of course the why. You can give reason like this smoking is more dangerous (<i>look at the power point</i>) for passive smoker. So, when you do smoking in public area and maybe many passive smokers there and get fume by your toxing and your cigarette. Oh oke...just the first why and the second why ..then maybe many children maybe pregnant lady in public area and they are fragile. You know fragile? Oke biasanya gambarnya gambarnya gelas.....	111 112 113 114 115 116 117 117
Mahasiswa : Gelas pecah	118
Instruktur ESP : Iya...rapuh...fragile for the toxic problem cigarette. So, this is the why. Example of why. Next... is the second apa tadi habis why?	119 120
Mahasiswa : How...	121
Instruktur ESP : How...is the practical action what we should do. First, if you are area. smoke you should be aware. You should deal your awareness to not smoke in public. You should understand that smoking in public area maybe disturbing for others that the first how if you are smoker. Second, if you are not smoker you should be brave to tell the smoker don't smoke in public area. Will you to do that?	122 123 124 125 126
Mahasiswa : No...	127
Instruktur ESP : Possible? Yes is possible to do. Next, the third if you have friends to smoke in public area you can invited them to have a discussion with you. Talk in a good	128 129

way, whatis the advantages ciggarete for the people arround in. Gak mempan ya?	130
findlike that cigarette cross, you can ask the staff or the officer who work there to put	131
some likethis. So it could be the possible way to reduce the smoking in public area. Oke	132
and then so.. so do not smoking in public area or rest bench in smoking in public area.	133
Ok, now, I want you to practice. Oke... you want to do it individually or in pairs?	134
Mahasiswa : In pairs...	137
Instruktur ESP: Oke you want pict in your own partner or counting.	138
Mahasiswa : Ha?	139
Instruktur ESP: Mau berhitung atau pilih sendiri partnernya?	140
Mahasiswa :Milih sendiri...	141
Instruktur ESP: Oke you will choose your own partner. Maybe in pairs ya...in pairs	142
berpasangan atau bertiga?	143
Instruktur ESP: (<i>The teacher esp counting the students</i>)twenty two. Oke I think inpairs	144
berpasangan ajaor ada satu yang bertiga there will one group consist of three. Ok....and	145
then I want you to find a poster from the internet. Any poster... Do it with your group,	146
withyour partner. This is what you are going to do. You have to find a poster and then	147
you willgive the why, how and so (<i>showing the example of poster</i>) How many do you	148
want?Three? Three why...three how...and one so. So is only the conclusion. You can	149
find yourown picture, you can find your own poster with yourpartner. And is it find by	150
your phone. (<i>and the ESP Instructor walking around to check the students work</i>)Oke	151
have you find it?What is it about? Kenapa?	152
Mahasiswa: Belum	153
Instruktur ESP: (<i>and the ESP Instructorwalking around to check the students work</i>)	154
Oke have you find it?What is it about? Kenapa?	155
Mahasiswa: Belum	156
Instruktur ESP: (<i>The Instruktur ESP walking aroundand checking the studentswork</i>)	157
Jangandi cari campaign in bahasa inggris gitu ya...carinya langsung ke topiknya kalian	158
maunya tentang apa. Misal, bullying cari pakai bullying nantik dapat. Carinya pakai go	159
greenmisalnya natik dapat. Atau mau campaign tentang religi, campaign tentang social	160
media,tentang plastik. Itu juga banyak	161
Mahasiswa : (<i>the students disscussion with their partner</i>)	162
Instruktur ESP: (<i>the Instruktur ESP walking aroundand checking the students</i>	163
<i>work</i>)You just screen shoot the picture and then you are going to show it to yourfriends.	164
You don'thave to make a picture. Or draw anything. You just only make itthe why, how	165
and so.	166
Mahasiswa :(<i>the students disscuss with their partners</i>)	167
Mahasiswa :Miss? (<i>Asking the question while showing his work</i>)	168
Instruktur ESP: No..but, this is scalfoding not campaign. No..no...I'm not going to tell	169
that(<i>use hand gesture</i>). You have any volunteer to say that. Oke, find another poster.	170
You canfind manual trick or another poster.	171
Mahasiswa : Bagaimana kalau ini miss (<i>showing their work</i>)	172
Instruktur ESP: Yes...that's good(<i>with smiling</i>). Oke find the why. Oke now, findthe	173
wayat least..oke..at least two minumum or three, tambahin lagi...selainmengganggu apa	174
lagi? Oke... boleh, boleh..harus ada emosinya...	175
Instruktur ESP: Oke.. get the topic?	176
Mahasiswa : (<i>the students unclear talk</i>)	177
Instruktur ESP: That's good, find the why, oke now, find the why at least...it's oke at	178

leasttwo. Two minimum, or three is better. Minimum point why, how,so, just	179
conclusion. Oke make the why. Buat why nya seperti apa. Make a list five. Why you	180
should not drink alcohol.	181
Instruktur ESP: (<i>the Instruktur ESP walking aroundand checking the students work</i>	182
<i>while smiling</i>) oke...If you finish. You can start do your campaign. Yang sudah bisa	183
campaign duluan .	184
Mahasiswa : (<i>the student rise his hand for asking question</i>)	185
Instruktur ESP: Yes fadil (<i>come to the students and see his work</i>).	186
Mahasiswa : Kalau kayak begini gak papa?(<i>the student unclear talk</i>)	187
Instruktur ESP: Yes, you can (<i>nodding</i>)	188
Mahasiswa : (<i>the students stand up and come forward</i>)	189
Instruktur ESP: Oke, aldy and rifky. Oke show your picture with your friends.	190
Ya, read it a loud. Biar di baca yang keras. Read it a lot.	191
Mahasiswa :(<i>Aldy's group</i>)we want to presentasi about the...(the studentunclear	192
<i>talk</i>)how... If you wanna wear it you have to be on the treck.	193
Instruktur ESP: Oke... racing track	194
Mahasiswa :The second, if you wanna wear it your anxious mustfollow your	195
regulation(<i>the student unclear talk</i>)	196
Instruktur ESP: You have to use, wear itu yang di badan.	197
Mahasiswa :(<i>Aldy's group</i>)Oiya ya	198
Instruktur ESP: Oke, wear, use...the standard, Oke...just it?	199
Mahasiswa :(<i>Aldy's group</i>)Oke thank you...	200
Instruktur ESP: Oke... thank you(<i>with smiling</i>)Everybody has already presentedabout	203
campaign. Let me tell what are we going to do for UTS next week. So, for UTS next	204
weekem... I will ask you to do the same activities today. So you are going to find poster.	205
Another poster. Ya..I hope you find another poster. Try tofind another poster that still	206
interest you. Ya...Ada bayangan? Masih banyak hal halyang lain, for example maybe	207
fast food,junk food, bisa dijadikan referensi. Reading, karena sekarang kan sudah	208
banyak orang yang jarang membaca, you can do the campaign, wash your hand, bisa	209
juga. Many others of campaign that you canuse. So, I want to show you one poster that	210
interest you, individually.For UTS you should individually, we have practice today in	211
pairs. Now for UTS you will do itindividually.	212
Instruktur ESP: Ya, I will tell you after this, that's why we need the groupwhatsapp.	213
ee... the poster and the campaign should be in English, sama kayak yang tadi. And.....	214
youshould give the why, how and so. Because, when youhave enough time you can find	215
more evidence. Tadi kan evidencenya banyak gak ada karena waktunya limited time. So,	216
for UTS if will be better for you toget more evidence, research and evidence for the why	217
and forthe solution and think to do and the last one is so or the conclusion and the	218
restatement. Next,em..I want to don't print the campaign. The campaign jangan di print. I	219
want you to screenshot it and share in the group whatsapp. So that's why I need the	220
group whatsapp.So, you will what is it reserve. Di booking duluan...this is my topic.	220
Jadi biar orang lain gakambil itu	221
Mahasiswa : Oh gak boleh sama?	222
Instruktur ESP: Ya, no.. (<i>use hand gesture</i>)the topic can be the same, the topic can be	223
thesame, topiknya boleh sama. But, the poster should be different and the explanation	224
should bedifferent too. So, if you already have your own poster that you want to use for	225
your UTS. So,you can reserve in the group whatsapp. So yourfriends will take a	226

lookand edit and findanother poster. Can you invited me? Or sudah?	227
Mahasiswa : Sudah...	228
Instruktur ESP: Ok... so, I will check it your poster maximum paling lambat H-1 or day minus one. That's the latest but, as soon as possible will be better. And thenyou can reserve bisa membooking for the poster that you are will use. Find the interesting topic dan apa yang kira-kira. Dan yang menurut kalian that you will bepeople should know about it. Ini orang- orang harus tau deh, orang-orang belumaware tentang hal ini. The think will be beneficial, bermanfaat. And then ya you have to share it next week for our UTS. Question?	229 230 231 232 233 234 235
Mahasiswa : No...	236
Instruktur ESP: No?,this is clear?	237
Mahasiswa : Yes...	238
Instruktur ESP: Prepare the why, how and so. You can bring your paper it's okebut only forchecking, not for reading. Because I ask you to speak. So speak more naturally. Practice athome will be better. So, try practice at home. So, you can speak more naturally. please donot reading. But I allow you to bring your paper isfine, only for checking. Just take a look alittle bit is fine.Tapi, not reading. Tapi jangan di baca keseluruhan lah ya. Oke... questions?any more questions?no?	239 240 241 242 243 244
Instruktur ESP: Oke good. e.....If you have something to ask you can ask in thegroup whatshapp. So I can response, as soon as possible. Thank you..	245 246
Assalamualaikum warrahmatullahi wabarakatuh	247
Mahasiswa : Waalaikumsalam warahmatullahi wabarakatuh	248

Appendix-1a2. The transcription of classroom observation Classroom Observation 1I

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastrri
Date of observation : Friday, 26th April 2019
Time of observation : 07.15-08.52 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullah¹¹ wabarakatuh. 1
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh 2
Instruktur ESP: Oke, checking attendance first. *(the instructor check the attendance)* 3
Oke for sharing session, can we continue? Who are incharge for today?. Siapa yang 4
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir 5
firda sama yiyi kemarin, so fikri...fikri is here? No? 6
Mahasiswa : No... 7
Instruktur ESP: Ow... ima and lisa... sorry. Irma..akmarina ya? Yes. Oke nextweek for 8
sharing ima and lisa. Oke... so, for today I'm going to talk about promoting product. Do 9
yougot this from last semester. 10
Mahasiswa : Yes. 11
Instruktur ESP: Yes...so, it will be easier for you then. Promoting product we have 12
popular work. Ada kata popular word. Kalau sekarang ada popular word, what is it? 13
Biasanyadi instagram-instagram. 14
Mahasiswa : Oh endorse... 15
Instruktur ESP: Yes...endorse. We are going talk about the endorse..what things that 16
you usually endorse? Biasanya apa si yang di endorse-endorse itu? Forexample...food, 17
cosmetics, or fashion *(while write on the white board)* 18
Mahasiswa : Ya... 19
Instruktur ESP: What else? 20
Mahasiswa : Juice? 21
Instruktur ESP: Juice? Yes.. 21
Mahasiswa : Salad 22
Instruktur ESP: Salad? Oke just food, masuk disini lah ya salad.... *(while write on the* 23
whiteboard) What else? Yang biasanya follow-follow selebgram-selebgram 24
What things that usually endorse? apa si yang biasanya di endorse? 25
Mahasiswa : Jam.. 26
Instruktur ESP: What is in English? *(while showing her watch)* 27
Mahasiswa : Watch... 28
Instruktur ESP: Ya biasanya kita memakai kata watch. What else? 29
Mahasiswa : Gadget... games... 30
Instruktur ESP: Games...yes. Yang biasa main games *(while write on the whiteboard)* 31
Oke...So, when you endorse food what tips you should to say? atau yang akan kalian 32
kasih tips-tipsnya tentang apa aja? 33
Mahasiswa : Tasty 34

Intsruktur ESP: The taste... what else?	35
Mahasiswa : Colour, texture	36
Intsruktur ESP: The texture, the colour(<i>while write on the white board</i>)...oke... is it	37
colourful or not? Which one do you prefer? colourful or not colourful food? Makannya	38
penuh warna atau gak?	39
Mahasiswa : Colourful	40
Intsruktur ESP: Colourful. Oke.. next for cosmetics what will you say?	41
Mahasiswa : Skin care	42
Intsruktur ESP: Oke skin care... what is your review about skin care?	43
Mahasiswa : Quality..	44
Intsruktur ESP: Oke, contain...advantage...halal (<i>while write on the white board</i>)	45
Mahasiswa : No mercury	46
Intsruktur ESP: No mercury...oke. What else? (<i>while write on the white board</i>)	47
Mahasiswa : Quality	48
Intsruktur ESP: Smooth ..the price... (<i>while write on the white board</i>) maybe?	49
Mahasiswa : Yes...	49
Intsruktur ESP: Oke, next...for games boys..what things you review from games?	50
Mahasiswa : Fun...	51
Instruktur ESP: Ya	52
Mahasiswa : Fun or not	53
Intsruktur ESP: Fun or not.. what else?	54
Mahasiswa : Expensive or not	55
Intsruktur ESP: Yes... expensive... the price. What else?	56
Mahasiswa : Enough or not	57
Instruktur ESP: Ya... on your phone?	58
Mahasiswa : Yes....	59
Intsruktur ESP: What is it? Legging or not leg ya?	60
Mahasiswa : Spect	61
Intsruktur ESP: The spect. Oke...the spect ee...the spect on your phone is it... what is	62
itsuitable or not for your games,...oke. Spect (<i>while write on the whiteboard</i>) Fashion.	63
Your cloths for example.. we are going to talk about?	64
Instruktur ESP: Oke....kita masih bisa menggunakan yang lain. selling. So, this is not	65
Next...emm...promoting here doesn't mean you are going to sell. No...doesn't mean	66
about selling(<i>while write on the white board</i>). We are talking about when we promote	67
something it means we endorse. Another word for endorse? Recommend(<i>while write on</i>	68
<i>the white board</i>). Sering denger kan?	68
Mahasiswa : Ya...	69
Instruktur ESP: Ya...bisa bilang endorse..bisa bilang recommend. Jadi kalau bukan	70
berarti selling. It means we are going to endorse. Apa si sebenarnya arti kata endorse itu?	71
Mahasiswa : Mempromosikan	72
Instruktur ESP: Iya mempromosikan. Jadi endorse itu emmm...kalian dikasih metah aja	73
barangnya, kalian pakai dulu baru kalian endorse. Apa ya...kalau dalam bahasa	75
indonesianya. Kalian pakai dulu baru kalian promosikan. Jadi, tidak hanya promosi	76
tapi dia harus pakai dulu baru dia bilang itu namanya endorse. Tapi kita gak tahu	77
selegram-selegram itu beneran pakai atau gak. Tapi arti sebenarnya endorse dia harus	77
pakai dulu baru dia	78
Mahasiswa : Review	79

Instruktur ESP: Eh... yes review. Ya... that's endorse. Rekomendasi bisa juga suggest	80
(while write on the white board). Bisa juga introduce(while write on the white board).	81
Bisa. Kan banyak juga barang-barang yang sebenarnya kita jugabelum tahu. So	82
endorse, recommend, suggest, introduce at maybe also support. Jadi, kalau promote	83
kita berhubungan dengan endorse, berhubungan dengan recommend, and one more	84
review. Jadi berhubungan dengan endorse, recommend, suggest introduce, support, and	85
review(while write on the white board). Later on, jadi nanti when you are promoting	86
something after this. When it is your turn to speak. Giliran kalian ngomong nanti.	87
You can use this word. Kalian bisa menggunakan kata-kata ini (pointing the white board)	88
I want endorse bla bla bla... or I want to promote bla bla bla.... I want to recommend you	89
about bla bla bla.... I want to suggest, I want to introduce for this apart, I want to support	90
this product because this is a local brand for example. Or I want to give a review.	91
So, this is the word that you can use to promoting product. Questions?	92
Mahasiswa : Brand ambassador	94
Instruktur ESP: Brand ambassador itu untuk people. The person. Orang itu namanya	95
brand ambassador. Apa ya... duta brand. Yes, brand ambassador juga brand maksudnya	96
Oke...any another question? Ada pertanyaan?	97
Mahasiswa : No...	98
Instruktur ESP: No question? No... oke. I am going to give you the example. Oke let me	99
promote this...oh, before we promote, before give you the example I want to say that	100
when we promote something there at least two things that we should be able to do. Ada	101
dua hal yang harus kita lakukan. The first is describe(while write on the white board).	102
Kita harus bisa mendeskripsikan. Apa si describe itu?.	103
Mahasiswa : Menggambarkan	104
Instruktur ESP: Menggambarkan. Jadi, kalau kita mau mendeskribe something kita	105
harus menggunakan five senses(while write on the white board). Atau lima panca indra	106
What are there? Apa aja? Our...eyes, jadi kalau kita mendeskribe kita harus	107
menggunakan lima panca indra. Atau five senses. Jadi kalau describe itu ada	108
hubungannya dengan five senses. Contohnya eyes.	109
Instruktur ESP: Eyes..What else?	110
Mahasiswa : Ears...	111
Instruktur ESP: We use our ears(while pointing her ears). Ears biasanya untuk	112
mempromosikan apa? Bisa food... bisa juga clothes(while write on the white board)	113
Kalau ears biasanya untuk mempromosikan apa?	114
Mahasiswa : Music	115
Instruktur ESP: Music. Yes, music, song,(while write on the white board).	116
Mahasiswa : Band..	117
Instruktur ESP: Movie, yes. Band(while write on the white board). What else? Gimana	118
caranya kalau mendeskripsikan menggunakan ears? Kalau music gimana kamu	119
rekomendasiin music is good because use your ears?	120
Mahasiswa : Easy listening..	121
Instruktur ESP: Easy for listening, the beat is not too hard,	122
Mahasiswa : The genre is soft	123
Instruktur ESP: The genre is soft, and the meaning is what is it, and the lyric is	124
meaningful misalnya itu kan bisa menggunakan ears.	125
Mahasiswa : Comfortable or not	126
Instruktur ESP: Make you comfortable or not. Eyes, ears, what else? Apa aja kan ada	127

five senses. Yang belum disebut...Ini di sebut (<i>pointing her tongue</i>)	128
Mahasiswa : The tongue	129
Instruktur ESP: Buat ngedeskripsikan apa kalau tongue?	130
(<i>while write on thye white board</i>)	131
Mahasiswa : Taste	132
Instruktur ESP: The taste...yes. apa aja macam-macam taste?	133
Mahasiswa : Salt	134
Instruktur ESP: Salty, sour, bit, pahit in english?	135
Mahasiswa : Bit	136
Instruktur ESP: Bitter	137
Mahasiswa : Oiya	138
Instruktur ESP: Bitter pahit. Kalau gak ada rasanyain english?	139
Mahasiswa : Hambar	140
Instruktur ESP: Ya.hambar. In english is trite. Jadi kita punya hambar selain trite bit, sour salty...kalau salt garam kalau asin salty. Kalau pedes?	141
Mahasiswa : Spicy	142
Instruktur ESP: Spicy....yes.. next (<i>while write on the white board</i>), baru tiga ni,ada lagi?	143
Mahasiswa : Ow ini, nose	144
Instruktur ESP: Our nose. Yes...it's about the smell. apa aja yang mendeskripsikan menggunakan nose? Atau smellnya?	145
Mahasiswa : Food	146
Instruktur ESP: Parfume. What else? Maybe food too?	147
Mahasiswa : Yes..	148
Instruktur ESP: The last one is you'r skin. Biasanya untuk apa ini?The texture bisa ya...bisa texturennya gimana. Terus feelingnya gimana, is it smooth?. the material, the material smooth? Apakah dia smooth? Kalau kasar apa? R awalnya	149
Mahasiswa : Rough	150
Instruktur ESP: Bacanya apa?	151
Mahasiswa : Rough(<i>raf</i>)	152
Intsruktur ESP: Ini ya masih ingat, harus di bacanya f. Sama seperti ini rough tough, Oke questions?	153
Mahasiswa : (<i>silent response</i>)	154
Instruktur ESP: No..?so, when you endorse, you describe and you also give opinion (<i>while write on the white board</i>). Kadang -kadang give opinion sama describe jadi satu jugasama saja. Jadi at least two element for today when youpromote something. The first thingyou are going to be able to describe it. Harus bisa mendiskripsikan disini there are five senses. And the second, you should beyour apa? Give your opinion. That usually the good ones.Opini yang bagus-bagusaja. Yang jelek-jelek disimpan. Nanti gak laku barangnya (<i>withsmiling</i>)Oke?endorse gak boleh ngomongin yang jelek-jelek. Oke. just it? QuestionNo? I'm going to give you the example. I'm going to endorse this to you(<i>showingthe book the authentic material</i>). I'm going to promote this for you. Thi is a novel. The title you can read what is it the title? Beats a part? And the writer here is alanda kariza and kevin aditya. Oh okeI want to tell you that this novel or this book is is very great and interesting. And I'm going to show you why. This is a novel. This is actually novel but it was presented in a poetry style. You know what is poetry? Or poem, apa si poem? Puisi. Yes. So, this is a novel but it was presented like a poem, in a poetry	155
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style. Jadi dia tulisannya gak paragraf-paragraf gitu. But like this... like this... (<i>showing the book</i>) oke, so that for make interesting. Because this is not just like usual novel. This unique and presented in a poetry style. And then.. this novel can be suitable both for a man and a woman or a male and female. Why? Because every chapter was written. The writer here is of female and one male. And every chapter here in this book let me show you for example, the first chapter was written by female and then the next chapter can be written by male (<i>while open the book</i>). Where is it? (<i>looking for the page</i>). The next chapter will be continue by male (<i>showing the page of the book</i>). So every.. the next chapter will be continue by female. So, this story will be more complete because both. Yes.. because both male and female have their part to tell this story. So, both male and female can read this. And, e... the author here on the second editor actually Indonesian. But, they write it in full English. So, this are was written full in English. So, but you don't have to worry. Because, they the story here is was illustrate very clearly. Ceritanya itu di ilustrasikan dengan sangat jelas. For example kalau ada kata (<i>while write on the whiteboard</i>). Tau arti deeper?	175 176 177 178 179 180 181 182 183 184 185 186 187 188 189
Mahasiswa : Dalam	190
Instruktur ESP : Jadi jatuh ... lebih dalam. jadi dalamnya itu diilustrasikan seperti ini. Maksudnya perlahan-lahan mendalam ya.... jadi, you can understand the word Jadi kata-katanya itu easy. You can understand because was illustrated. Sudah di ilustrasikan, that you can understand. And then, the story is not heavy at all. Tidak berat sama sekali. Is about love triangle. Cinta segitiga. And is not heavy tidak sulit sama sekali artinya apa life... life story and then. But the past is you can learn English in a path way. Bisa belajar. You know pathway? Because not pressure at all. Kan kalau baca novel tidak ada pressuranya ya. Just for fun. And then you can enrich your English. Bisa tambah bahasa Inggrisnya. And then the last one emm... the price... this is cheap. And I guarantee you this is very worth to buy. The story is good and then you can also learn English from this now. Oke, questions? You ready to do something like that?	191 192 193 194 195 196 197 198 199 200 201
Mahasiswa : No...	202
Instruktur ESP : You should do... (<i>with smiling</i>)	203
Mahasiswa : Yes...	204
Instruktur ESP : Yes ... you should say yes. Kalau gak kenapa? Apa yang kurang masih? apa? No?	205 206
Mahasiswa : (<i>with smiling</i>)	207
Instruktur ESP : Yes, masih yes, atau no sudah? Yes? Ready? (<i>with smiling</i>)	208
Mahasiswa : Yes...	209
Instruktur ESP : Ok... yes... ya. Oke, before you are going to describe something kalau promote, I want you to prepare one piece of paper like this (<i>showing the example of piece of paper</i>). Satu lembar kertas like buy and toss (<i>the ESP Instructor show the example</i>). Buy means that you are going to buy that the things your friends endorse. Toss means That you don't need it. That you are going to play judging here.	210 211 212 213 214
Mahasiswa : Oh ya... (<i>meaning that the students understand what they should do</i>)	215
Instruktur ESP : Prepare one piece of paper. Jadi kita after your friends promote.. jadi nantinya promote satu persatu and then you are going to decide that you want to buy it or toss it. Buy means that you are going to buy the things that they are endorse. Toss means you don't need it. Oke, prepare one piece of paper. Satu lembar kertas. Oke... I want it you to write it use boardmaker ya jangan pakai bulpen. Using that you don't need it. That you are going to play judging here. boardmaker. Biar kelihatan (<i>the</i>	216 217 218 219 220 221

<i>ESP Instructors gave the boardmaker). The things that you are going to promote. I want</i>	222
<i>you to promote something that is with you right now. Jadi something in your bag. Jadi</i>	223
<i>sesuatu yang di tasnya or something that you wear atau bisa jadi sesuatu yang lagi</i>	224
<i>dipakai saat ini, up to you. Tapi the things should be real. Bendanya harus ada saat ini.</i>	225
<i>Oke...? Is it clear haki, pampam (approach and pointing haki and pampam)</i>	226
Mahasiswa : Yes...	227
Instruktur ESP: Oke... good. Prepare your piece of paper and then prepare your things:	228
<i>Bendanya apa. Oke...for the info. Untuk info-infonya I want you to give at least five</i>	229
<i>points or five info about the product. The description could be. Your opinion could be.</i>	230
Mahasiswa : Berapa miss? (<i>student unclear talk</i>)	231
Instruktur ESP: Five. Five things about your product. Najwa is it clear? (<i>approach</i>	232
<i>najwa</i>). Hm...? sudah ada benda yang mau di promote?	233
Mahasiswa : Ada.	234
Instruktur ESP: Oke.. good (<i>with smiling</i>). Could be your handphone boleh, your jacket,	235
<i>could be your bag, your veil, up to you anything that you will be interested in. Yang kira-</i>	236
<i>kira temannya bakal tertarik. And then you can also be extra. Boleh lebay.</i>	237
Mahasiswa : Miss?. (<i>asking the question</i>)	238
Instruktur ESP: Yes (<i>approach the students</i>)	239
Mahasiswa : Kalau jilbab bahasa inggrisnya apa? (<i>pointing her jilbab</i>)	240
Instruktur ESP: Veil. Boleh veil. Tapi sekarang orang-orang pakai kata hijab jugagak	241
<i>papa (smiling). Oke...how many minute do you need it? Berapa menit yang diperlukan?</i>	242
Mahasiswa : Ten minute	243
Instruktur ESP: Good job (<i>smiling</i>). Five things about it (<i>and the the ESP Instruktur</i>	244
<i>walking around the class and check the students work</i>)	245
Instruktur ESP: You can ask question ya....you can ask me (<i>with smiling and while</i>	246
<i>walking around the class</i>). Oke how is it? Sudah ada bendanya? (<i>checking the students</i>	247
<i>work while offer help for the student with smiling</i>)	248
Mahasiswa : Sudah.	249
Instruktur ESP: Oke...good (<i>smiling</i>)	250
Mahasiswa : Kalau ini apa namanya miss? (<i>pointing his bag</i>)	251
Instruktur ESP: Slim bag. Slempang slim bag, kalau tasnya dua bag pack. (<i>the ESP</i>	252
<i>instructor walking to the class while checking the students work and offer help</i>) Buy and	253
<i>toss..sudah tossnya redwan?</i>	254
Mahasiswa : Belum... (<i>smiling</i>)	255
Mahasiswa : Miss?	256
Instruktur ESP: Yes.. (<i>approach the students</i>)	257
Mahasiswa : Jamin..	258
Instruktur ESP: Jamin apa? oh jamin? Guarantee. The guarantee	259
Mahasiswa : Miss?	260
Instruktur ESP: Iya? (<i>approach the students</i>)	261
Mahasiswa : Lima ya miss?	262
Instruktur ESP: At least...minimum. minimum five. Kalau lebih boleh. Maximum ten.	263
<i>Maximum, minimum five. Five things. (then, the esp Instructor back to walking around</i>	264
<i>the class and checking the students work while offer the help) have already finish?</i>	265
Mahasiswa : (<i>silent response</i>)	266
Instruktur ESP: Finish? (<i>ask the students</i>)	267
Mahasiswa : No...	268

Instruktur ESP: Oke...after this you are going to perform, promote your product in	269
from the task and you friends will be decide whether they want to buy it or	270
toss it. Nanti kalian tunjukkan mau buy atau mau toss.	271
Mahasiswa : Boleh dua-duanya? (<i>with smiling</i>)	272
Instruktur ESP: No...just one. (<i>Smiling</i>)	273
Mahasiswa : Miss...	274
Mahasiswa : Kalau sambil baca gak papa miss?	275
Instruktur ESP: You can bring your note, yes...let's you endorse.	276
Mahasiswa : (<i>the students come forward</i>)	277
Instruktur ESP: Oke rafli...oke the others you should be listen to rafli. Rafli and whether	278
you want to buy or toss.	279
Mahasiswa : (<i>rafli</i>) e.....Assalamualaikum warrahmatullahi wabarakatuh	280
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh.	281
Mahasiswa : (<i>rafli</i>) oke, ladies and gentelman (<i>smiling</i>)	282
Instruktur ESP: Yes... (<i>smiling</i>)	283
Mahasiswa: (<i>rafli</i>) allow me to introduce my mobile phone. I will endorse you to use	284
the...my phone. My phone is ADVAN J2. Have you ever heard? (<i>smiling</i>)	285
Mahasiswa : No...	286
Instruktur ESP: No...what is that?	287
Mahasiswa : (<i>rafli</i>) This is ADVAN (<i>smiling</i>)	288
Mahasiswa : Ya... of course (<i>laughing</i>)	289
Mahasiswa : (<i>rafli</i>) why I recommended you to buy this phone	290
Instruktur ESP: Ya...	291
Mahasiswa : (<i>rafli</i>) because the view like iphone (<i>while showing the phone</i>)	292
Instruktur ESP: Oh...oke	293
Mahasiswa : (<i>rafli</i>) The first view like iphone. This phone have e...three...RAM?	294
Instruktur ESP: RAM	295
Mahasiswa : (<i>rafli</i>) three RAM and sixty four internal storage.	296
Instruktur ESP: ehm...	297
Mahasiswa : (<i>rafli</i>) sixteen megapixel from camera and eight megapixel from	298
back kamera. The camera is very-very clear.	299
Mahasiswa : Very..very (<i>some students repeat the word "very-very and smiling</i>)	300
Mahasiswa : (<i>rafli</i>) And then next this phone is very unique because at e...brand	301
Instruktur ESP: Sorry?	302
Mahasiswa : (<i>rafli</i>) like e... two account	303
Mahasiswa : (<i>rafli</i>) Yes. If the other phone the brankas is in the in here	304
Instruktur ESP: Oh... oke. The SIM have two account.	305
Mahasiswa:). But, different with ADVAN. The ADVAN brankas is in the	306
number-number in here (<i>showing the storage in his phone</i>). So, I guarantee you the	307
people can not e... view your secret.	308
Instruktur ESP: Oke...	309
Mahasiswa : (<i>rafli</i>) and in here (<i>showing the mobile phone</i>)	310
Instruktur ESP: You should have password.	311
Mahasiswa : (<i>rafli</i>) Yes password. And here the brankas. (<i>rafli showing the brankas</i>	312
<i>as in his mobile phone to the ESP Instructor</i>).	313
Instruktur ESP: Oke...	314
Mahasiswa : (<i>rafli</i>) With the people not know the password. They can not to open	315

your secret or your mode secret. And then if you buy this phone you will get free	316
headset (<i>pointing his ear</i>) and this is (<i>showing his mobile phone</i>).	317
Instruktur ESP: Number?	318
Mahasiswa : (<i>rafli</i>) No.. but screen water	314
Instruktur ESP: Yes. Screen water.	320
Mahasiswa : (<i>rafli</i>) Get free	321
Instruktur ESP: Oke...	322
Mahasiswa : (<i>rafli</i>) The capacity of battery is four thousand mAh.	323
Instruktur ESP: Oke...	324
Mahasiswa : (<i>rafli</i>) The sound is you can hear? The sound is clear (<i>rafli play music</i>) oke... (<i>while singing</i>)	325
	326
Mahasiswa : (<i>the other students laugh</i>)	327
Instruktur ESP: (<i>smiling</i>)	328
Mahasiswa : (<i>rafli</i>) and you can change the background just with one touch like this (<i>rafli show how to use</i>)	329
	330
Instruktur ESP: aaa oke (<i>smiling</i>)	331
Mahasiswa : (<i>rafli</i>) Oke...	332
Instruktur ESP: Likes a magic	333
Mahasiswa : (<i>rafli</i>) Likes a magic	334
Instruktur ESP: (<i>smiling</i>)	335
Mahasiswa : Uwe... (<i>smiling</i>)	336
Mahasiswa: (<i>rafli</i>) The phone sleep like this. This is e... four or five breakdown but this is still good. This is strong	337
	338
Mahasiswa : Coba (<i>the other student</i>)	339
Instruktur ESP: No...no... (<i>with smiling</i>)	340
Mahasiswa : (<i>rafli</i>) no... (<i>smiling</i>)	341
Mahasiswa : (<i>laughing</i>)	342
Mahasiswa : I recommend you. This my phone and I recommended you to but this because this is e... cheap and you can get the facility ADVANCE in this phone	343
	344
Instruktur ESP : Oh... oke... how many buyers? Rise your paper... will you buy it or you toss it. The explanation is great. Buy or toss? Buy or toss? Rise your paper... I'm going to Count. Oke buy... one, two, three, four, five, oke six seven, nine, ten, one, two, you? Buy or toss? Ok.. fadil? Toss? Aldy? Buy... oke. two, three, you have thirty buyers.	345
	346
	347
	348
	349
Mahasiswa : (<i>rafli</i>) Thank you...	351
Instruktur ESP: Yes thank you rafli... (<i>with smiling</i>) next. Who wants to be the next? It could like iPhone. Next come on.. tito? No... rifki?	352
	353
Mahasiswa : (<i>tita</i>) I just receive the bottle from... @botol cakep. And... I want to recommended this because e... the bottle have many colours	354
	355
ESP Instruktur: ehem...	356
Mahasiswa: The colours like blue, red, yellow, and mine is stone. And the size is large Eight hundred mili and then the bottle is ringan. Without water or pouring water. And the bottle is available. You can't do it... (<i>hit the bottle "tok tok"</i>)	357
	358
	359
ESP Instruktur: Oke.. strong.. (<i>smiling</i>)	360
Mahasiswa: (<i>tita smiling</i>) Strong and the last the price is very cheap. Just ninety five thousand rupiah. So, just hurry up and cek for in this.... @bottle pecah.	361
	362
ESP Instruktur : Oke... (<i>smiling</i>)	363

Mahasiswa	: <i>(tita)</i> Because know is give ten percent this month.	364
ESP Instruktur:	Oke...ten percent discount...	365
Mahasiswa	: <i>(tita)</i> Oke.. thank you...	366
ESP Instruktur:	Oke how many buyers	367
Mahasiswa	: <i>(tita)</i> Assalamualaikum warahatullahi wabarakatuh	368
Mahasiswa	: Waalaikum salam warahmatullahi wabarakatuh.	369
ESP Instruktur:	Waalaikum salam warahmatullahi wabarakatuh. Oke...buy?or toss it?	370
	Oke buy...one, two, three, four, five, six, seven, ini... siapa? Buy or toss? Oke..	371
	eight,nine, ten, one, two, three, four, five, redwan? Do you buy it? Oke.. six, haki do you	372
	Buy? Oke. Eight teen.	373
Mahasiswa	: <i>(tita)</i> Thank you...	374
ESP Instruktur :	Thank you tita..that's good presentation. Oke.. next? Come on..no	375
	don't worry... <i>(smiling)</i> . The others...	376
	Not yet...yiyi ready?	376
Mahasiswa	: No..	377
ESP Instruktur :	Oke.. the time is up so,yang lain-lain hangus atau dikasihkesempatan?	377
Mahasiswa	: Dikasih kesempatan	378
ESP Instruktur :	Kelasnya mau di pakai kan?	379
Mahasiswa	: Yes...	380
ESP Instruktur :	The class will going to be use. So.. e.. the others will perform	381
	next weekbefore we start the discussion again. Oke?... thank you for today.	382
	assalamualaikumwarrahmatullahi wabarakatauh.	383
Mahasiswa	: Waalaikum salam warahmatullahi wabarakatuh.	384

Appendix-1a3. The transcription of classroom observation Classroom Observation III

Object of Observation	: ESP Instructor	
Class observed	: A	
Observer	: Sulastrri	
Date of observation	: Friday, 10 th May 2019	
Time of observation	: 07.45-08.37 a.m	
Place of Observation	: 3.02 GKB 2 UMM, Malang	
Department	: Accounting	
Skill	: Speaking	
Instruktur ESP:	Assalamualaikum warahmatullahi wabarakatuh	1
Mahasiswa :	Waalaikum salam warahmatullahi wabarakatuh	2
Instruktur ESP:	Oke.. thank you for coming....and happy fasting (<i>smiling</i>) what do you think? Gimana rasanya? What do you feel?	3
Mahasiswa:	Freeze	4
Instruktur ESP:	Sleepy after sahur? (<i>smiling</i>)	5
Mahasiswa:	Yes...	6
Instruktur ESP:	Yes? A... do you have sleep before this class?	7
Mahasiswa:	Yes..	8
Mahasiswa:	Langsung tidur	9
Instruktur ESP:	Ya tidur.. habis sahur langsung tidur? Do you sleep? (<i>smiling</i>)	10
Mahasiswa:	Yes..	11
Instruktur ESP:	How long? (<i>smiling</i>) one hour?	12
Mahasiswa:	Hehhe (<i>laughing</i>)	13
Instruktur ESP:	Oke... is it enough?	14
Mahasiswa:	No...	15
Instruktur ESP:	No.. ? (<i>smiling</i>)do you want sleep again after this?	16
Mahasiswa:	Yes...	17
Instruktur ESP:	Yes...oke.. just your life. Hak kalian...Oke... checking attendancefirst. Oke... for sharing today. Who are incharge? Ica and?...Who are incharge? Ica and?...	18
Mahasiswa:	Viva...	19
Instruktur ESP:	So, they are not here?	20
Mahasiswa:	No...	21
Instruktur ESP:	Oke.. how about the plans? so do you prepare the plans?	22
Mahasiswa :	Yes...	23
Instruktur ESP:	Yes.. oke...oke just share about your plans. cita? From you...youjust sit onyour sit oke.. do you still remember about the topic? What are they The five topics. The first is apa aja kemaren? career, the second is study.. and then? Vocation.. and? Oke...how about,the expression? Ada apa aja kemarin ekspresionnya?	24
Mahasiswa:	I want..	25
Instruktur ESP:	I want...I'm going to, I let to and..I will.. oke....just good. Now cita.What's your topic?	26
Mahasiswa :	(tita) Career	27
Instruktur ESP:	Oke.. tell me about it. Tell us.	28
Mahasiswa:	Disini aja miss?	29
Instruktur ESP:	Yes.. you just sit in there	30

Mahasiswa:(tita) Hello guys...	37
Instruktur ESP: Hello cita...(smiling)	38
Mahasiswa : Hello.	39
Mahasiswa:(tita) e... I want to sharing my planning about career. First, I want to be bankeror employee. Because this is my dream since junior high school. Secondl	40
want to work in my city. Because it is not for from my family. And to be career	41
woman. I want be confidence because the skilll to get a job. And...about salary I	42
want the salary to switch my job. Maybe four until seven millions. And the last,I	43
want work in company like e...BRI, BNI, or other domestic company. Thank you.	44
Instruktur ESP: Oke... good... thank you cita for sharing...have sit here	45
(the student who came late). Oke tita, you choose	46
Mahasiswa : Sinta..	47
Instruktur ESP: Oke sinta... what is your topic sinta?	48
Mahasiswa: About a study....	49
Instruktur ESP: About a study? Oke.... tell me about a study for your friends.	50
Mahasiswa:(sinta) Hello guys.. I want tell my plan about my study future plan.	51
Instruktur ESP: Yes..	52
Mahasiswa:(sinta) start from this year... I will try to register scholarship in my	53
study. First of all... I will register scholarship university level and in the future I will	54
try to register nationallevel scholar level scholarship.	55
Instruktur ESP: Oke... amin (smiling)	56
Mahasiswa:(sinta) amin.. ya Allah (smiling) and next I will join competition such	57
as;debate, spech, and etc to give me experience and fill my CV. After that I plan to	58
Take Englishcourse... I choose English course.. because English is international language	59
and almost allcountries use English language. And if I haveopportunity I plan to try e...	60
register a scholarshipabroad maybe sakura or erasmusplus and finally I will graduate	61
on time.	62
Instruktur ESP: Oke.. just very good plan. thank you sinta for sharing (smiling) that's	63
inspiring. You can choose what do you want listen from?	64
Mahasiswa :(sinta pointing in the right hand)	65
Instruktur ESP: Oke.. firda.. what's the topic firda?	66
Mahasiswa:(firda) vocation...I want sharing my plan in the future... I want go	67
tomalioboroYogyakarta. After the final exam. I will spent my holiday there in	68
the beach andespecially in Malioboro. And I will go there in the morning. I want enjoy	69
the trip and also the vocation. And Yogyakarta is very nice city and especially the	70
food.That is the experience my vocation with my family.	71
Instruktur ESP: Experience or plan? (smiling)	72
Mahasiswa :(firda) e.... plan.	73
Instruktur ESP: e... plan ya... bukan experience. Kan kalau experience sudah terjadi.	74
It's about the plan. Jadi belum jadi experience. Oke.. thank you firda forsharing...e...	75
Bisa mundersedikit mungkin.. so amja other friends bisa kelihatan. Oke.. firda.. do	76
you want to choose orpick it by the order? Pilih atau urut aja?	77
Mahasiswa :(firda) Pilih aja...	78
Instruktur ESP: Oke. choose. Who do you want to choose? (smiling)	79
Mahasiswa :(firda) Redwan..	80
Instruktur ESP: Redwan...oke Redwan.. what is your topic?	81
Mahasiswa :(redwan) My topic is(the students unclear talk)	82
	83

Instruktur ESP: <i>(smiling)</i>	84
Mahasiswa : Hehhehe... ciye... <i>(laughing, smiling and kidding)</i>	85
Mahasiswa: <i>(redwan)</i> After I graduate in University of Muhammadiyah	86
Malang on time and get the minimum grade point... the average.	87
Mahasiswa : Hahah <i>(the other students laughing)</i>	88
Mahasiswa: <i>(redwan)</i> bentar.. <i>(she asking his friend)</i> average on three point five	89
in the firstsemester, to the next semester.	90
Instruktur ESP: Four point o?	91
Mahasiswa: <i>(redwan)</i> iya...	92
Instruktur ESP: Four point five?	93
Mahasiswa: Three point five.	94
Instruktur ESP: Ow. Three point five	95
Mahasiswa: <i>(redwan)</i> three point five.	96
Instruktur ESP: Three point five, oke....	97
Mahasiswa: <i>(redwan)</i> but I know.... <i>(the students talk unclear)</i>	98
Instruktur ESP: Yes... you know what?	99
Mahasiswa: <i>(redwan)</i> I.. <i>(the student talk unclear)</i>	100
Instruktur ESP: Oke...	101
Mahasiswa : <i>(redwan)</i> because I want to get a job that is comfer...comfer.....	102
<i>(the students confused how to read)</i>	103
Instruktur ESP: Comfortable?	104
Mahasiswa : Yes.give happiness to our parents <i>(the students talk unclear)</i>	105
Instruktur ESP: Oke <i>(smiling)</i>	106
Mahasiswa : <i>(the other students give applouse)</i>	107
Instruktur ESP: Our parents? Or your parent?	108
Mahasiswa: Heheh <i>(laughing)</i>	109
Mahasiswa : <i>(redwan smiling)</i>	110
Instruktur ESP: My parent... my parent..kalau our parents semuanya <i>(smiling)</i>	111
Mahasiswa : <i>(redwan)</i> my parent....	112
Instruktur ESP: Yes.. your parent <i>(smiling)</i> , mereka gak terima semua gak mau	113
bagi-bagi parent ya.. <i>(smiling)</i>	114
Mahasiswa: <i>(redwan)</i> Oke... my parent..	115
Instruktur ESP: Ya...	116
Mahasiswa : Ya... hehehe <i>(laughing and give applouse)</i>	117
Instruktur ESP: Give applause, oke redwan,you choose who do you want to listen	118
for next?	119
Mahasiswa : Dewi...	120
Instruktur ESP: Oke dewi. What is your topic?	121
Mahasiswa: <i>(dewi)</i> Holiday.My family and I are going go to Yogyakarta. We are going	122
to spendholidays. We have plan a trip Yogyakarta for five ago. Yogyakarta is my first	123
place off roadthat I will travel too. I am so excited about itee.. <i>(the student unclear</i>	124
<i>talk)</i> Yogyakarta is aplace that will be in the first day is the place that will build beside	125
we also go to malioboro,because my mother wantgo there.	126
Intsruktur ESP: Oke... so, you want go to Malioboro..we have also some of yougo to	127
Yogyakarta... firda ya? Ya... firda tadi juga she wants to go yogyakarta. So, you can	128
both canshare bisa cerita-cerita	129
Mahasiswa : <i>(Dewi)</i> Yes...I 'm going with firda <i>(smiling)</i>	130

Instruktur ESP: You can share mau kemana aja nanti rencananya ... Malioboro. now,	131
who do you want to listen next?	132
Mahasiswa : Habis..	133
Instruktur ESP: Habis?	134
Mahasiswa: Habis..	135
Instruktur ESP: Oke sudah semua ya?	136
Mahasiswa: Sudah...pampam... pampam...	137
Instruktur ESP: Oke.. so, we have still have time for sharing session. We have..viva..	138
viva is not here?	139
Mahasiswa : Ada..	140
Instruktur ESP: Oke viva for sharing, You just sit there is fine...	141
<i>(because viva wants to come forward)</i>	142
Mahasiswa: <i>(viva)</i> I go with e.. I go to the sendiki beach with nida, dewi, and others	143
we go there that hard trip because that e.. spent a lot of time two until three hour...	144
to arrived there	145
Instruktur ESP: Why you say is hard? Why you say is hard? Because the road...the	146
road...the road is...meliuk liuk itu apa si? <i>(Smiling)</i> oke...	147
Mahasiswa : Zig zag...and e...	148
Instruktur ESP: Up and down.. and then what hapen there? When you arrive there,	149
what happen?	150
Mahasiswa : Sampai sana pulang <i>(the other student said hile smiling)</i> No..	151
<i>(viva said while smiling)</i>	152
Instruktur ESP: Sampai sana pulang and the story at all <i>(smiling)</i>	153
Mahasiswa : <i>(viva)</i> When I arrived there	154
Instruktur ESP: Yes...	155
Mahasiswa: <i>(viva)</i> e.. we also should e... walk ..e.. walk up and down to arrive	156
the beach And after that we take a lot of picture there..	157
Instruktur ESP: You take a lot of picture?	158
Mahasiswa: <i>(viva)</i> Yes..we also picnic and share and.. and.. gossip <i>(smiling)</i>	159
Instruktur ESP: <i>(smiling)</i>	160
Mahasiswa : <i>(viva)</i> Gossipnya baik-baik <i>(smiling)</i> just it	161
Instruktur ESP: After you go there you want to repeat the trip? <i>(with smiling)</i>	162
Mahasiswa : <i>(viva)</i> No. Just one time..	163
Instruktur ESP: Oke... <i>(smiling)</i> Thank you for sharing viva. Now, I want to ask your	164
opinion. So, which one do you prefer technical like usual or circle? Oke... so because I	165
am afraid that if you have to.. what is it to speak in front of the class will be more	166
nervous for you. ya.. will be nervous...more pressure, so for next week, we are going to	167
have the same mood, learning mood, we have going to have the circle.	168
Oke... is it fine?	169
Mahasiswa : Fine...	170
Instruktur ESP: Oke.. thank you very much for today. See you again next week	171
Assalamualaikum warrahmatullahi wabarakatuh	172
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh	173
Instruktur ESP: Oiya for sharing session next week before you forget, we are going	174
to have fadliyah sudah ya? Oke...oke..please arrange again the sit and then you can	175
leave the class.	176

Appendix-1a4. The transcription of classroom observation Classroom Observation IV

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastris
Date of observation : Friday, 17th May 2019
Time of observation : 07.54-08.38 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warrahmatullahi wabarakatuh 1
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh 2
Instruktur ESP: Oke.. thank you for coming today, sorry for a little bit late, because I 3
forget that I put my key that's why I search around... that's why I am late. I am 4
sorry ya...checking attendance first(*the instructor checking the students attendance*). 5
For today who want incharge? Dewi and cita? you want to share? 6
Mahasiswa : Iya (*cita*) Assalamualaikum warahmatullahi wabarakatuh 7
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh 8
Instruktur ESP : Waalaikum salam warahmatullahi wabarakatuh 9
Mahasiswa:(cita) e... I want to sharing about my favorite song.... 10
Instruktur ESP : He eh (*nodding*) 11
Mahasiswa:(cita) The title is empty space from james arthur e... this song made 12
by james arthur when he broke up with his girl friend. So that, each word in this song 13
very have deep meaning. And then I love this song because it has deep meaning for the 14
listener especially from me and this song tell the story of the condition of feeling that 15
doesn't believe love someone who love because of his. This song about who loves 16
someone in their live and then must be face with the struggle to face this. Finally this is 17
e...(*the students talk unclear*) to strong because this song very has deep meaning. 18
Instruktur ESP : Is it new song? 19
Mahasiswa:(cita) e... Januari 20
Instruktur ESP : Oh (*nodding*) ya January. So..still have many...speak. anyone who 21
Mahasiswa: Thank you... 21
Instruktur ESP : Next? Ada yang mau sharing today? I am going to give you plus if 22
you want to speak. Aldi? Nida? You want to share? nabila you want to share? No? 23
Mahasiswa : No... (*and ica rise her hand*) 24
Instruktur ESP : Ica? Oke ica....yes ica.. what do you want to share? 25
Mahasiswa : (*ica*) Good morning? 26
Instruktur ESP : Morning.. 27
Mahasiswa: Morning... 28
Mahasiswa:(ica) I want to sharing about the movie. The title is about aicho (*the* 29
students talk unclear). I think the film is my best favorite film that I ever watch. 30
Instruktur ESP : Oke (*nodding*) 31
Mahasiswa:(ica) Because this movie good. This film is true story and the 32
American about the story loyal dog is very special. It almost like life story people who 33
loves dog can connect with this film the morality about love, loyalty, friendship. As 34

human we have to loyal to someone who love us(<i>the students talk unclear</i>).	35
Instruktur ESP : Oke that's all... thank you ica for sharing (<i>smiling</i>) it is legend	36
ya....this islegend any body else watch movie? Yes? No?	37
Mahasiswa : No...	38
Instruktur ESP : This is very catchful. This original is from japan? Yes? (<i>askingfor ica</i>) doyou watch from the japan version? It's only from American version ya..	39
Mahasiswa :(<i>ica nodding</i>)	40
Instruktur ESP : Do you watch depression?	41
Mahasiswa : Yes..	42
Instruktur ESP : Ya me too thank you ica for sharing. Any one else? Yang masih utang-utang yang sering gak masuk? Ada? No? Oke.. kita cek lagi ke atas... tito you want toshare something?	43
Mahasiswa : Yes... (<i>tito noding</i>)	44
Instruktur ESP : Oke...oke tito...	45
Mahasiswa :(<i>tito</i>) Assalamualaikum warahmatullahi wabarakatuh	46
Instruktur ESP : Waalaikum salam warahmatullahi wabarakatuh	47
Mahasiswa : Walaikum salam warahmatullahi wabarakatuh	48
Mahasiswa :(<i>tito</i>) I want to share about movie.. but not specific movie..e..the genre	49
Instruktur ESP : Genre?	50
Mahasiswa :(<i>tito</i>)Yes...I like movie the genre like....heros, the produces of by marvels. So, I collect every movie.	51
Instruktur ESP : Ya collect the detail?	52
Mahasiswa :(<i>tito</i>) yes..I like ron man, hulk, batman, superman, the genre is menaiknadrenaline? (<i>Asking how to say in English</i>)	53
Instruktur ESP : Oh.. make your hearth beat so fast	54
Mahasiswa :(<i>tito</i>) Yes...make my heart beat so fast (<i>smiling</i>)	55
Instruktur ESP : Eager your adrenaline	56
Mahasiswa :(<i>tito</i>)eager my adrenaline(<i>smiling</i>) and disamping? (<i>Asking how to say in English</i>)	57
Instruktur ESP : Beside that..	58
Mahasiswa :(<i>tito</i>) Beside that..e... thriller genre	59
Instruktur ESP : Thriller? Oh thriller...	60
Mahasiswa :(<i>tito</i>) Yes...like a murder..	61
Instruktur ESP : Psycho.....pscho....?	62
Mahasiswa :(<i>tito</i>) Yes psycho... I like so...much	63
Instruktur ESP : The show?	64
Mahasiswa :(<i>tito</i>) Yes... murder..an mystery (<i>smiling</i>)	65
Instruktur ESP : Ya...(<i>smiling</i>)what this reason?	66
Mahasiswa :(<i>tito</i>) because e...the genre make me interest... penasaran (<i>smiling</i>)	67
Instruktur ESP : Oke...	68
Mahasiswa :(<i>tito</i>) Maybe that's all	69
Instruktur ESP : So, who is the best hero that you ever watch? Your favorite?	70
Mahasiswa :(<i>tito</i>) Ow... my favorite is...favorite heros character?	71
Instruktur ESP : Yes....	72
Mahasiswa :(<i>tito</i>) Hulk...	73
Instruktur ESP :Hulk? (<i>smiling</i>), oke, why hulk?	74
	75
	76
	77
	78
	79
	80
	81

Mahasiswa: <i>(tito)</i> Because the tempament, e..	82
Instruktur ESP: e.. huge?	83
Mahasiswa: <i>(tito)</i> Yes...	84
Instruktur ESP: Is so big?	85
Mahasiswa: <i>(tito)</i> Can...transform	86
Instruktur ESP: Oh ya... <i>(nodding)</i> I think...every heros can transform? No?	87
Mahasiswa : <i>(tito)</i> But hulk transform is unique	88
Instruktur ESP: Oh ya...is different. He is not robot. He is not robot..and use his emotion?	89
Mahasiswa : <i>(tito)</i> Yes..	90
Instruktur ESP: How about the thriller movie? What is the favorite?	91
Mahasiswa: <i>(tito)</i> Anime	92
Instruktur ESP: Anime has thriller movie?	93
Mahasiswa: <i>(tito)</i> Yes..	94
Instruktur ESP: oh.. I just know it.	95
Mahasiswa : <i>(tito)</i> Yes.. there is action ya from japanese version	96
Instruktur ESP: Ow from japanese version?	97
Mahasiswa: <i>(tito)</i> Yes...e... this movie is telling about eat human.	98
Instruktur ESP: Eating human <i>(and also practice how to eat)</i>	99
Mahasiswa : <i>(tito)</i> Yes..	100
Instruktur ESP: Oke...is canibalism?	101
Mahasiswa: <i>(tito)</i> Yes..this is e...ras...sus...e.... <i>(he confused how to say)</i>	102
Instruktur ESP: In japan?	103
Mahasiswa: <i>(tito)</i> In japan..makananya manusia	104
Instruktur ESP: Maybe they are like zombi ya?	105
Mahasiswa : <i>(tito)</i> Maybe, enough thank you for your attention..	106
Assalamualaikum warahmatullahi wabarakatuh	107
Instruktur ESP: Waalaikum salam warahmatullahi wabarakatuh, well...anyone else?	108
Next will be the lastmeeting. Every one should speak to share something next week	109
ya?... oke? yes ? no?	110
Mahasiswa : Ya...	111
Instruktur ESP: Next week will be the last chance. E... for today, I want to talkabout this. I am going to give the file to the groups. So you can open your phone. This is what I am goingto discuss. And also relate your home work. Oke...you receive it?	112
Oke.. what is it all about?It's about? Do you open it?Do you have internet in your mobile phone?	113
Mahasiswa: Yes..	114
Instruktur ESP: That's what I have talk about. We are going to talk aboutprocedures. So what is procedures? You can take a look in the second slide. In thesecond slide definition of procedures. I...I...think you familiar with proceduresright? this is only do another practices. ee... procedures is what is there? Apa yangditulis disitu?	115
Mahasiswa : Kok gak ada...	116
Instruktur ESP: Gak muncul?	117
Mahasiswa :Iya...	118
Instruktur ESP: Gak ada yang muncul?	119
Mahasiswa: Muncul...	120
Instruktur ESP: Oke... if your phone supported microsoft, you can open it. Gak	121
	122
	123
	124
	125
	126
	127
	128

bisakebuka?Oke... so I will write in here. Procedure is basically steps.. <i>(while write on the white board)</i>	129
procedure is steps of doing something, steps of making something,	130
step of creating something. So it is about steps. That's procedures. And also	131
procedure is series of action. Serangkaian kegiatan. Series of action ... <i>(while write on the white board)</i> . That's procedure So, give me sample of procedure coba..how to	132
make...how use what? For example? Give me example..	133
Instruktur ESP: Like what? How to cook rice for example...using magic com	134
Mahasiswa: Indomie in magic jar	135
Instruktur ESP: Using... is it magicom or magic jar?	136
Mahasiswa: Magicom...	137
Instruktur ESP: Rice cooker...ya.... <i>(while write in white board)</i> oke.. what is the first?	138
<i>(smiling)</i> wash the rice, what else?	139
Mahasiswa: Add water...	140
Instruktur ESP: Add water	141
Mahasiswa : Pakai jari..	142
Instruktur ESP: Measure using your finger. What else?	143
Mahasiswa: Put into....	144
Instruktur ESP: You close the rise cooker and then plugin..apa ditambahin lagi bayar	145
listriknya dulu? Hehhehe <i>(laughing)</i> kepanjangan yah...and the last one is	146
wait..until....berapa? 30 minute ya?	147
Mahasiswa : Ya 30 minute....or one o'clock. Hehehhe <i>(laughing)</i>	148
Instruktur ESP: Oke.. and then eat your rice. This is the procedure. The next slide you	149
can take a look in the next slide is...is about the procedures..is not same as tips. What	150
is tips?	151
Mahasiswa : Advice	152
Instruktur ESP: Ya tips itu advice...juga kadang juga serangkaian of action. Contoh	153
tips...e...supaya nasinya empuk, misalnya. What is the tips? Ya don't use too much	154
water....yes...what else? For example buy expensive rice, misalnya, oke... ini expensive	155
rice.Apa lagi? Use e....atau rice cooker yang bagus apa?	156
Mahasiswa : Miyako	157
Instruktur ESP: No... philips ya....philips lebih diatas ya...misalnya kita pakai use	158
versi ricecooker misalnya...ini adalah tips...dia juga steps. Dia juga series of action Dia	159
juga pouring of water..eh water.. this is juga procedures. Apa si bedanya.. kalau bisa di	160
pahami dari step itu Yes... it's about chronological order. Coba dilihat slidennya...so	161
procedure here is chronological order is to be in chronologic. Apa kronologis? runtun..	162
in order... you can not jump from one step to the next step and come back again. No... it	163
should be in order. Itu namanya chronological that's procedures. Tapi kalau tips you can	164
choose. You can use this first, this first, and then the last is up to you. That's tips, so,	165
tips is not based not chronological order it's based the chronological order important (<i>the</i>	166
<i>ESP instructor talk unclear</i>). Apa itu chronological order important? Important itu	167
apa?	168
Mahasiswa : Penting...	169
Instruktur ESP: Mana yang paling penting, mana yang tidak begitu penting. Dari	170
yang paling penting, most important until the least important and the most important.	171
Jadi biasanya kalau tips pakai itu. Is it clear?	172
Mahasiswa: Clear...	173
Instruktur ESP: Bisa membedakan ya? Nanti habis ini harus hati-hati. Which one is	174
	175

procedure, which one is tips. The next slide. Let's go on on the next slide. I am going	176
to the next slide. Procedure is not the same as requirement. You know what is the	177
requirement? Pernah denger?	178
Mahasiswa : No...	179
Instruktur ESP : What is it nida? No? You don't know? I requirement to speak english	180
in this class. For example.	181
Mahasiswa : Harus ya itu?	182
Instruktur ESP : Iya di harus kan, di wajibkan, atau kata lain itu bisa juga disebut	183
permintaan atau persyaratan. Itu requirements. For example. Em... the procedure to	184
apply scholarship. Apa prosedurnya untuk apply scholarship?	185
Mahasiswa : IPK minimal 3.5	186
Instruktur ESP : Itu prosedur atau requirement?	187
Mahasiswa : Requirement....	188
Instruktur ESP : Ya.... jadi seperti itu ya... bisa di bedakan. Kadang-kadang orang-	189
orang messit up. Agak ketukar-tukar. IPK minimal 3 itu bukan persyaratan... bukan	190
prosedur. Itu adalah requirement. Coba kalau scholarship prosedurnya apa aja?	191
Mahasiswa : Ambil formulir.	192
Instruktur ESP : Ya misalnya take the formulir.... apa lagi? Prepared the document	193
terus fill the form and then...	194
Mahasiswa : Sent	195
Instruktur ESP : Sent or submit kalau misalnya online ya. This is the procedure Tapi	196
kalau requirement tadi seperti yang kita sebut. IPK. Apa itu IPK in english? GPA.	197
Grade point average. GPA. Grade point average. IPK. jadi gak usah di bilang <i>ai pi kei</i>	198
(<i>spelling one by one</i>). It's GPA	199
Mahasiswa : Kemminggris	200
Instruktur ESP : Ya itu namanya kemminggris ya namanya. So, it have name of it Jadi	201
ada namanya grade point of average. For example GPA should be more than three point	202
five for example. Itu namanya requirements. What else? Apa lagi requirementnya	203
kalau apply scholarship? Misalnya age... age..	204
Mahasiswa : Semester lima	205
Instruktur ESP : Ajenya berapa 19, 20, for example apa lagi syarat-syaratnya kalau	206
misalnya mau apply scholarship	207
Mahasiswa : Aktif di organisasi	208
Instruktur ESP : Yes.. active in organisation. Oke.. so, I think that's enough. You	209
know different like.. bisa membendakan ya, careful ya, sometimes people what is it.	210
Padahal itu sebenarnya beda. Prosedur itu steps to complete. Ada kata katayang harus	211
di ikuti, di complete atau di penuhi. Tadi kalau requirement itu adalah things. Things to	212
complete. So there is no verb there. Gak ada kata-kata kerjanya karena dia things. Kan	213
kalau procedures steps. Oke, question? No question? Next ya? Next slide... be careful	214
nanti performancenya ya... no problem si Next... eee.. setelah itu about announce.	215
Kebaca?	216
Mahasiswa : Gak...	217
Instruktur ESP : Gak dibaca juga.. gak support, oke... Tito dibaca?	218
Mahasiswa : Kebaca	219
Instruktur ESP : Oke goods. Procedure there are five there. Apa aja Tito? the first is	220
you be, it use... present tense. Kalau kita bicara procedure kita bicara tentang presents	221
tense. Things yang mau kita lakukan. Present... present itu sekarang Procedure we	222

use present tense. Oke..is it clear?	223
Mahasiswa: Ya...	224
Instruktur ESP: Yes.. in the next procedures, you have to use apa...	225
Mahasiswa: Imperative..	226
Instruktur ESP: Impereative sentence. What is it imperative sentence? Ada yang pernah tau?	227
Mahasiswa: Instruction	228
Instruktur ESP: Yes. It's about instruction. Imperative sentence is about instruction. You can take a look at this(<i>pointing the white board</i>). Kata-kata seperti wash. Itu kan instruksi ataumenyuruh. Kalimat command. Wash the rice. Itu kanmenyuruh. Add water, measure usingyour finger. Close the rice cooker.Plug theelectricity, this all instruction or command. Katakerja yang sifatnya menyuruh. Oke that's use procedure. And...then. this one too take, prepare, submit is also word that is instructive sifatnya instruktif. The next those are temporarconjunction. You know conjunction	229
Mahasiswa : Kata penghubung	230
Instruktur ESP: Yes... connector. That's the conjunction. Temporar conjunctionhere, maksudnya adalah kata penghubung untuk waktu. For example when you speak about procedure, you use like first, firstly, first of all, ya,, and then, kita tulis aja (<i>while write in thewhite board</i>) misalnya first, bisa first of all, first of thingsand etc. Next, first boleh, second,or secondly, boleh, and then, what else? Apa lagi?	231
Mahasiswa : After that...	232
Instruktur ESP: After that, after this... boleh.	233
Mahasiswa : Finally,	234
Instruktur ESP: And the last one is, finally, atau...and the last juga bisa. And etc Question? this is very important in speaking. You speak about procedure. And this is the art..seninya itubenar-benar ada dibagian ini. Kalau procedure untuk writing biasanya kan cuma nulis 1 apa, proceddure 2 apa? Tapi kalau speaking you havetoo say something like this.First, you have tobla...bla.... second, you have to bla blabla.. this is different between speaking, reading and writing. Oke... questions?	235
Mahasiswa : No....	236
Instruktur ESP: No question? Oke.. the next is I have the example there..is about how to order go food. Yes.. for the procedures... the first procedures.. is first, you have to open gojek application. So you have to temporar conjunction.. jangan lupa gunakan temporar conjunctionnnya ya..for the procedure. Bisa pakai first, firstly, first of all, first of all you have to open gojek application, boleh.Setelah itu kita boleh menggunakan conjunction apa lagi?	237
Mahasiswa : Second..	238
Instruktur ESP: Second? Boleh...e.. secondly please type go food the name,Where is it?Dimana kah dia? Under... right corner. Upper right corner ya... bagian atas sebelah kananujung. Upper right corner, tandanya apa? Lambangnya apa? Itu tandanya apa?	239
Mahasiswa : Food and fork	240
Instruktur ESP: Bukan frog ya..(<i>smiling</i>).Oke.. terus kita bisa ganti yang lain Misalnya, next... next....type the name of the food or the restaurant or the place that you want.For example there... what is the example there...for example	241
Mahasiswa : PHD	242
Instruktur ESP: PHD.. ya you have to type the name of the food or the place that you want on the search bar. Di bagian search bar. Yang sudah di pakai apa lagi? And	243

then....and then click order and wait the driver to confirm. After that or after this. After	270
that, after that you have to pay the price, you can use go pay or you can use cash. Dan	271
terakhir kita bisa bilang apa?	272
Instruktur ESP: Finally...the food is arrive and you can enjoy your meal. And thelast,	273
whenthe food arrive, when the food have already deliver, you can enjoy. Oke that step	274
to give tips.Oke five star if you have more money you can give tip for driver.You do	275
go food everyday?Sering pasti ya tapi...go food or grab food? It's cheaper ya...grab	276
food... but grab is from singapore is company fromSingapore. If you want to be proud	277
of your country. Gojek is originally Indonesia.But gojek is more expensive	278
Mahasiswa: Want to free... want to promo..	279
Mahasiswa : Finally	280
Instruktur ESP: Apa the promo is the promo is ... grab has the promo more... more...	281
ratherthan gojek (<i>smiling</i>) ya.. gojek is more to...to litle...oke..so, for the homework,	282
kalau performsekarang I don't really have time. Kalau misalnya perform procedure	283
sekarang kayaknya waktunya gak cukup. I am not sure. So, it's going to be your	284
homework. I want you to makea procedure, in the video. It's doesn't have to be appear	285
you face. It doesn't have to be on your english . You have not to be narsistic. But if	286
you narsis enough is oke. without face is fine, forexample only your hand, is fine.. or	287
maybe only your recording..as much as your own. And next things is ee.... submission	288
deadline. Kapan? Whendo you want to submission deadline? I require..	289
Mahasiswa : Tommorrow..	290
Instruktur ESP: Tommorrow?(<i>shocked</i>)	291
Mahasiswa: Tommorrow..heheh (<i>laughing</i>)	292
Instruktur ESP: Oke.. my suggestion is a day before our meeting, karena ini kanakan	293
di hitung sebagai meeting sebelum yang terakhir. Because that should be before the last	294
meeting boleh Tuesday, oleh Wednesday, which one do you prefer?	295
Mahasiswa : Tuesday	296
Instruktur ESP: Tuesday? Pokoknya yang penting a day before friday is okealready	297
been complete. Apa? Tuesday?Wednesday?Thursday?	298
Mahasiswa: Thursday..	299
Instruktur ESP: Tapi kalau thursday e... before ... jam 12 siang ya. Because I need	300
time to check. Kan saya perlu waktu untuk ngoreksi. Paling lambat twelve atnoon.	301
Siang hari Thursday, twelve at noon ...(while write on the white board).	302
Mahasiswa : Yang dinilai apanya miss?	303
Instruktur ESP: Yang dinilai? Your speaking. Iya.. your pronunciation..and thenext	304
is...theplatform which one you prefer submiss nya mau versi yang mana? You want to	305
say in myemail personally or in group?	306
Mahasiswa : In group...personally..	307
Mahasiswa: Miss kalau the steps boleh?	308
Instruktur ESP: Boleh.. oiya the steps.. the steps..e... minimum..at least e...fivesteps,	309
at leastfive steps, maximum seven aja so, is not just going two, four, not too long. Five	310
to seven steps anything that I expect you it daily. Yang di pakai sehari hari saja. Oke..	311
is it clear?	312
Mahasiswa : Clear...	313
Instruktur ESP: That's all? Please do not take form the internet ya.. try to making	314
your ownword. Oleh ngambil prosedur tapi try to make it in your own word. Bikin	315
kata-kata kaliansendiri lah. Be authentic. Cobalah menjadi original. That's all?	316

Anymore?	317
Mahasiswa : No..	318
Instruktur ESP: Questions? I think it's clear ya.. I will wait for your task and then we aregoing to meet again next week for last meeting. Thank you very much for today.	319
Assalamualaikum warahmatullahi wabarakatuh	320
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh.	321
	322



Appendix-1.b1. The transcription of classroom observation Classroom Observation I

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastrri
Date of observation : Monday, 29^t April 2019
Time of observation : 10.12-11.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh 1
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh 2
Instruktur ESP: Ok, absen dulu ya..So, how are you...today? Masih ingat kita pas sebelum 3
 UTS kita belajar apa ja? Masih ingat gak? Still remember? apa aja? 3
Mahasiswa : Name, 4
Instruktur ESP: Name, terus...? 5
Mahasiswa: Most people know, how many people....hobbies.... 6
Instruktur ESP: Apa? 7
Mahasiswa: Hobbies...hometown, my family.. 8
Instruktur ESP: Oiya my hobbies...last even...o.. itu.. banyak ya ternyata...e.. hari ini 9
 today...we are learning about emotion. Tau emotion? 10
Mahasiswa : Emosi... 11
Instruktur ESP: Ya... emosi..emotion (*while write in the white board*) ada apa ajasi? 12
 Emotion itu apa aja si? 13
Mahasiswa : Marah 14
Instruktur ESP: Marah..apa lagi? Happy? Marah bahasa inggrisnya apa marah? 15
 Angry...terus?...happy, apa lagi? (*while write in the white board*) 16
Mahasiswa: Sad 17
Instruktur ESP: Sad, terus? (*while write in the white board*) 18
Instruktur ESP: Cry itu masa emosi...? 19
Mahasiswa: Shy... 20
Instruktur ESP: Shy...terus? shy...apa lagi? Happy, eh, happy, angry, sad, shy 21
 bahasa indonesia gak papa 22
Mahasiswa: Kecewa 23
Instruktur ESP: Kecewa apa? Dissapointed. (*while write in the white board*) Terus? 24
 Takut? Takut? Or.... 25
Mahasiswa : Scared 26
Instruktur ESP: Scared...(*while write in the white board*)lainnya...emotion.. in 27
 bahasa indonesia. 28
Mahasiswa: Cemas 29
Instruktur ESP: Apa? 30
Mahasiswa: Cemas 31
Instruktur ESP: Cemas...apa cemas? 32
Mahasiswa: Worried 33
Instruktur ESP: Sebal. terus... apa lagi ya? Bored? 34

Mahasiswa: Bosan	35
Instruktur ESP: Bosan. Bedanya bored.. what is the difference between bored and boring?	36
Mahasiswa : Membosankan	37
Instruktur ESP: Iya... sama ya dengan ini (<i>pointing word annoyed and annoying</i>)the film.. kalau filmnya bored apa boring?	38
Mahasiswa: Boring	39
Instruktur ESP: Boring...the film is boring. Siapa yang bored?	40
Mahasiswa: Saya	41
Instruktur ESP: Ya... saya. Terus... angry.. happy...sad..shy...dissappointed...afraid worried and nervous, annoyed, apa lagi?	42
Mahasiswa : Shocked	43
Instruktur ESP: Shocked, atau apa? (<i>while write in the white board</i>) Ada lagi?	44
Mahasiswa: Semangat	45
Instruktur ESP: Semangat apa? Apa semangat?	46
Mahasiswa: e... fighting? Hehhe (<i>laughing</i>) fighting	47
Instruktur ESP: Anthisiastic.. (<i>while write in the white board</i>)	48
Mahasiswa: Anthusiastic...	49
Intsruktur ESP: Excited.. ya... (<i>while write in the white board</i>) sudah ya.. nantikalau, adalagi silakan nanti kalau nemu silakan di tambahi sendiri. Sekarang, e...pick five of this. Silakan pilih lima, pick five. Misalnya angry, happy, annoyed bored, and calm. Terus...silahkanmembuat kalimat em.. seperti ini....misalnya,I am sad when em...my cat is sick. Misalnya.I am sad when my cat is sick. I am bored when.. apa ya?. I am bored when... I have two way or long time(<i>while write in the white board</i>). Misalnya... paham ya? Silakan di buatlima So,... what make youanxious, what make you.. what make you feel deep emotion.I am sad when watching end game. Misalnya. I am excited when..I am excited when there is new...e.. episodeof my favorite drama or filming. Lima ya?...e...berapa menit? Sepuluh?Sepuluh menitcukup? Atau lima belas menit?	50
Mahasiswa: Lima belas...	51
Instruktur ESP: Lima belas menit.. setelah itu practice seperti biasa...ee.. yang tidak tau bahasa inggrisnya boleh di tanyakan atau ditulis disini nantik di catat.	52
Mahasiswa : Miss, apa bahasainggrisnya gak punya uang?	53
Instruktur ESP: Gak punya uang apa bahasa inggrisnya? Gak punya apa? Ada yang taubahasa inggrisnya gak punya uang? Bokek.. Tidak punya uang...tidak punya uang	54
Mahasiswa : I don't have money	55
Instruktur ESP: I don't have no money boleh... terus...I don't have enough money boleh. Terus... run out of money juga boleh. Terus.. my money is gone juga bolehAtau I am broke.Broke ini istilah bahasa inggrisnya untuk bokek. (<i>while write in the white board</i>) Bokek gakpunya uang I am broke. Ini nantik di depan ada I nyaya (<i>while write in the white board</i>)kalau ini gak usah. Ada lagi yang perlu dicari bahasa inggrisnya?	56
Mahasiswa :Miss apabahasaingggrisnya traktir?	57
Instruktur ESP: Apa mentraktir? Mentraktir apa ditraktir?	58
Mahasiswa : Di traktir....orang kaya.. orang kaya (<i>smiling and kidding</i>)	59
Instruktur ESP: e... ini ya.. misalnya ini.. I am gak tau ini apa... emm.. ya saya kangak tauini apa. Misalnya I am happy when siapa yang mentraktir?.. when misalnya. My friend orkalau banyak pakai s or kalau misalnya temannya satu. Pakai apa? My friend	60
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or...treating me(<i>while write in the white board</i>)	85
Mahasiswa: Ow.. treating itu mentraktir	86
Instruktur ESP: Ini bagusnya di tambahin mentraktir apa? Treating me for...CFC,	87
LUCH,Mcdanold, tahu campur, tahu telur, and disini terus di tambahain..Tapi	88
biasanya kalau kamukeluar, keluar sama teman kamu terus kamu mau bilang kamu aja	89
yang traktir kamu bilangnanti it's on me. It's on me berarti ak aja yangtraktir.	90
Instruktur ESP: Sudah bisa di mulai? Can we start? Sudah ya? Kita mulai ya? ee...	91
siapa yang mau volunter..duluan...	92
Mahasiswa: Alif..	93
Instruktur ESP: Tidak usah menunjuk temannya	94
Instruktur ESP: Saya aja yang menunjuk. NIM..NIM... no favorite saya.. 39 Alviani..	95
kamu mau muter kesana apa kesini (<i>muter ke kanan atau ke kiri</i>)?	96
Mahasiswa:(alviani) Ke kanan..	97
Mahasiswa:(alviani) I am sad when I lost my money,I am happy when holiday, I	98
excited when I go to holiday, I am shy when many people.. (<i>the student talk unclear</i>)	99
Instruktur ESP: Apa? I am shy when...	101
Mahasiswa:(alviani) I am shy when many people	102
Instruktur ESP: he e....(<i>nodding</i>)	103
Mahasiswa :(<i>alviani</i>) I am shock when..(<i>the student talk unclear</i>)	104
Instruktur ESP: I am shok when? Apa?	105
Mahasiswa :(<i>alviani</i>) I am shock when I meet snake	106
Instruktur ESP: Shock when? I am shock when I meet snake..ketemu ular	107
maksudnya?oh..iya..	108
Mahasiswa:(alviani nodding and smiling)	109
Instruktur ESP: Next. Thank you.. e...	110
Mahasiswa :(<i>rizal</i>) yes...I am happy when I have a new brother..	111
Instruktur ESP: Kamu punya adek baru?	112
Mahasiswa:(rizal) gak....(<i>geleng</i>)	113
Instruktur ESP: Terus....(<i>smiling</i>)	114
Mahasiswa:(rizal) I am embarassed if I am impressed	115
Instruktur ESP: I am apa?	116
Mahasiswa :(<i>rizal</i>) Impressed?	117
Instruktur ESP: Impressed?..	118
Mahasiswa:(rizal) Impressed the value...	119
Instruktur ESP: Nilai bagus?	120
Mahasiswa: (rizal nodding)	121
Instruktur ESP: Nilai bagus apa? Nilai pakai apa kita?	122
Mahasiswa : Score(<i>the other student</i>)	123
Instruktur ESP: Score...sst.... (<i>it means silent</i>)	124
Mahasiswa :(<i>rizal</i>) I am embrassed when I get the score.. a good score...	125
Instruktur ESP: he eh (<i>nodding</i>)	126
Mahasiswa:(rizal) I am sad if I am go without the any reason.	127
Instruktur ESP: Without? Apa sih? Saya ga denger....	128
Mahasiswa :(<i>rizal</i>) Reason.	129
Instruktur ESP: Sebelum reason apa? kata apa? Without?	130
Mahasiswa : Pergi	131
Instruktur ESP: Pergi tanpa? Without any reason.	132

Mahasiswa : Weh.. (<i>the oher students laughing and give applouse</i>)	133
Mahasiswa:(rizal) I cry when...	134
Mahasiswa:(rizal) memotong bawang	135
Instruktur ESP: Ow.. when I cut onion. Tau tulisannya onion?	136
(<i>the ESP Instructor write the word onion</i>)	137
Mahasiswa: Tau....	138
Instruktur ESP: Ada yang belum saya panggil? Gak ada? ee... sekarang saya bahas	139
tadi catatan dari punya kamu ya.. gak papa ya.. saya bahas disini. Ketika ada banyak	140
orang.Apa bahasa ingrisnya? (<i>while erase the white board</i>) misalnya saya nervous	141
ketika ada banyakorang. Gmana? I am nervous when.. ketika ada banyakorang. When..	142
they are many people(<i>while write on the wghite board</i>). They are itu ada. They are	143
many people. Terus... saya takut ketika melihat ular. I am scared or afraid when....	144
when I see snake. Ini bener tapi..ini kan I ini kan?(<i>pointing the white board</i>), yang	145
takut kan saya... Nah ini bisadihilangkan(<i>pointing the whitboard</i>). I nya yang	146
dibelakang bisa dihilangkan. Gak usah pakai I, tapi see nya pakai ing.	147
Mahasiswa : Oh...seeing?	148
Instruktur ESP: He eh... When seeing snake. Jadi kalau, kalau disini dan disini itu	149
subjectnyasama. Misalnya, e.... I am scared when I seeing snake, I am happy when	150
I seeing my boy friend, I am sad when I don't have money. Nah itu I nya yang di	151
belakang bisa dihilangkan.Tapi verbnya... ini kan namanya verb itu di ganti ing, jadi	152
when seeing snake. Beda kalau misalnya saya sad when...my cat is sick (<i>while write</i>	153
<i>on the white board</i>). Nah disinikan I tapi disini apa I?	154
Mahasiswa: My..	155
Instruktur ESP: My kan.. my cat... nah, ini gak bisa. Tempat seperti ini gak bisa	156
Karena ini dan ini beda. Tap yang kedua ini kan I dan ini juga I berarti bisa. Yang	157
disini i nya dihilangkan ee.. terus... saya bosan kalau waktu liburan di rumah aja gak	158
ngapa ngapain. Gimana?	159
Mahasiswa: I am bored	160
Instruktur ESP: He e...	161
Mahasiswa: When I	162
Instruktur ESP: I am bored when....waktu liburan di rumah aja gak kemana Ini. Ing.	163
mana.When...when.. just staying at home on holiday(<i>while write on the white board</i>).	164
bisa..kalau pakai I. I nya tarok dimana(<i>pointing the white board</i>)? When I juststay. Ya	165
nyahilang. When I just stay at home, on holiday boleh..atau... boring holiday boleh	166
Terus... saya bosan kalau dirumah sendirian.	167
Mahasiswa: I am bored when I am alone.	168
Instruktur ESP: I am bored when I am alone. ee.... sudahhampir setengah dua belas.	169
Adapertanyan? So far?	170
Mahasiswa : No	171
Instruktur ESP: Seperti biasa sebelum pulang, stay away from drug don't try, call	172
your parent... drink a lot of water. Sudah banyak yang bawa air..	173
Mahasiswa: Yes..	174
Instruktur ESP: I'm happy... drink a lot of water...eat a lot of vegetable and fruit,	175
peanutapa lagi? Apple...and... apa terakhir?	176
Mahasiswa : Sleep	177
Instruktur ESP: Sleep. Don't forget to sleep. Jangan lupa tidur. Jangan lupa istirahat.	178
Berapa jam?	179

Mahasiswa: 8 jam..	180
Instruktur ESP: 7-8 jam... waktu saya suruh kalian tidur itu saya serius. Buktinya	181
apa...Petugas TPS itu banyak yang..	182
Mahasiswa : Meninggal	183
Instruktur ESP: Meninggal karena mereka gak tidur. Because they don't sleep Thank	184
you somuch for coming today. I am so happy to have you. I will see youagain	185
tommorow. ee... takecare...jaga kesehatan... biar bisa ngapa ngapain. Kalau sehat	186
kalian bisa menaklukan dunia.	187
Mahasiswa : Yes..	188
Instruktur ESP: Kalau sehat kan ngapa ngapain aja bisa gitu...yang penting sehatkera	189
saktikalau sakit encok aja gak bisa(<i>smiling</i>)	190
Mahasiswa : Hahah (<i>laughing</i>)	191
Instruktur ESP: Syarat pertamanya kan harus sehat. Thank you so much have anice day	192
Wassalamualaikum arrahmatullahi wabarakatuh	193
Mahasiswa: Waalaikum salam warrahmatullahi wabarakatuh.	194



Appendix-1.b2. The transcription of classroom observation Classroom Observation II

Object of Observation	: ESP Instructor	
Class observed	: B	
Observer	: Sulastri	
Date of observation	: Tuesday, 30 th April 2019	
Time of observation	: 09.43-10.30 a.m.	
Place of Observation	: Gazebo Kehutanan UMM, Malang	
Department	: Accounting	
Skill	: Speaking	
Instruktur ESP	: Maaf ya.. saya telat....macet banget soalnya.. ada wisudaan. ¹	1
Mahasiswa	: Oiya wisudaan....	2
Instruktur ESP	: Saya absen dulu ya..e....masih ingat kemarin belajar apa?	3
Mahasiswa	: Emotion...	4
Instruktur ESP	: Emotion....masih ingat pertanyaannya yang saya kasih ke kamu?	5
Mahasiswa	: Emosi..	6
Instruktur ESP	: Apa? Gimana pertanyaannya? Saya nanyanya kemarin gimana? He eh what make's you (<i>while write on the white board</i>).. ini saya kasih tanda kurung jadi bisa kamu tambahkan bisa gak.. jadi, what make's you feel happy? Atau what make's you happy samasaja. ee.. jadi sekarang (<i>the ESP Instruktur counting the students</i>) sampai sebelahnya sebelahnya dwi patricia siapa namanya?	7 8 9 10
Mahasiswa	: Elvina	11
Instruktur ESP	: Sampai elvina.. jadi, rizal nanya ke Jihan.. What make's you feel, what make's you feel happy misalnya. Pokok yang berhadapan sama kamu ya... terus si usman... ke fini andin kesalwa, begitu. Jadi dari rizal sampai Elvina. Yang sini tidak boleh sama (<i>pointing the left side</i>) jadi misalnya rizal bilang what make's you happy? Dari Ahmad sampai elvina tidak ada yang boleh pakai kata happy. Kita mulai dari... dari.. dari.. rizal	12 13 14 15 16 17 18
Mahasiswa	: (<i>rizal</i>) Boleh dikasih feel?	19
Instruktur ESP	: Boleh.. boleh dikasih feel.. langsung emotionnya kemarin juga boleh. Nah, jadi silakan dicari sebanyak banyaknya. Mulainya dari Ahmad. Saya ulangi ya... mulainya dari yang grup pertama dari ahmad sampai ke elvina. Kalau ahmad sudah pakai angry.. eh bukan.. rizal.. dari rizal ya. Kalau rizal sudah pakai angry.. dari ahmad sampai ke elvina tidak boleh ada yang pakai kata angry. Harus cari yang lainnya. Sudah? Sama juga nanti dari kamu... (<i>pointing the student</i>) sampai ke jihan sama. Jadi kalau kamu sudah pakai happy... jihan sampai dian gak boleh pakai happy, (<i>interrupted with the student who coming late</i>) berarti saya tambahkan ya?.. berarti yang sini... sampai depan kristi aja? Elvina ikut yang sini ya... saya ulangi yang baru datang... rizal nanya ke jihan... ahmad ke fia.. nanda ke fini... pertanyaannya apa? Pertanyaannya yang ini.. (<i>pointing the white board</i>) kemarin masih ingat yang saya tanyain? What make's you angry? What make's you happy? Sama.. Pertanyaannya seperti itu.. tapi kamu tidak boleh memakai misalnya ahmad sudah memakai kata happy.. kamu tidak boleh pakai kata happy. Harus cari yang lainnya. Sudah?	20 21 22 23 24 25 26 27 28 29 30 31 32 33
Mahasiswa	: Sudah...	34
Instruktur ESP	: Bisa kita mulai? Ayo dari rizal...	35
Mahasiswa	: (<i>rizal</i>) what make's you.	36

Instruktur ESP :e.. what make's you <i>(the ESP instructor correct the answer)</i>	37
Mahasiswa :(rizal) What make's you happy?	38
Instruktur ESP : What make's you happy?	39
Mahasiswa :(Student A) When someone with me.	40
Mahasiswa :(usman) what make's you feel nervous?	41
Mahasiswa :(Student D) I am nervous when speaking in public	42
Instruktur ESP :Speaking?	43
Mahasiswa :(Student E) In public	44
Instruktur ESP : In public. Oke... kamu <i>(pointing the student)</i>	45
Mahasiswa : What make's you feel sad?	46
Mahasiswa ::(Student F) I am sad when I meet ramadhan	47
Mahasiswa : What make's you feel.. sad?	48
Instruktur ESP : Sad?	49
Mahasiswa : I am sad when ... I am sad when..	50
Instruktur ESP : Sedih...	51
Mahasiswa : When I am lost my money.	52
Mahasiswa : Miss.. jealous boleh? What make's you jealous?	53
Instruktur ESP : Jealous boleh..jealous...hayo.. apa?	54
Mahasiswa : I'm jealous when my boy friend with the other girl	55
Mahasiswa : haha <i>(laughing)</i>	56
Instruktur ESP : Tired? What make's you feel tired? Tired.	57
Mahasiswa : When I study hard	58
Mahasiswa : Study hard	59
Instruktur ESP : Study hard... oke... ada pertanyaan dari ini? udah ya....you you have donewell..terimakasih sudah bagus ini tadi...give applouse.....	60
Mahasiswa : The students give applouse...	61
Intsruktur ESP : Buat diri sendiri.. sekarang...dibalik masih..masih berhubungan dengan emotion ini..dengan state of mind. Tapi di balik when I am sad I go shopping. When I amhappy I call my mother. So... kalau yang kemarin kan apa sih yang membuat kita sedih, apasih yang membuat kita happy..sekarang di balik, kalau kamu sedih, kamu ngapain..? kalaukamu happy, kamu ngapain? When I am tired, I take a shower. Kalau saya lagi capek, sayamandi air hangat. Atau.. when I am jealous I... I apa ya..I cry misalnya. When I am stressed Igo shopping. Sama ya kayak kemarin, jadi dipilih lima. Five emotion terus kalian masih ingatkemarin apa aja? Apa perlu saya tuliskan lagi?	62
Mahasiswa : Masih ingat...	64
Instruktur ESP : Sudah? Oh...sudah ya...masih ada yang belum paham ini nanti disuruh ngapain? Sudah paham semua ya?... 10 menit. 5 aja... 5. Seperti kemarin. Lima tapi tidak harus sama seperti kemarin. Misalnya kemarin kamu pakai excited, sad, and angry, happy,sama nervous. Hari ini tidak harus pakai yang sama seperti itu.	65
Mahasiswa : Miss.... <i>(asking the question)</i> .. berarti pakai I am... atau when I am?	66
Instruktur ESP :When I am	67
Instruktur ESP : When I am to boleh tapi bentuk nya kan akan komplek, saya mau.. mau berangkat dari yang...apa simple aja...when I am sad, I cry.ini bener. Tapi misalnya kamu mau bilang when I am sad, I will cry. Tapi ini bentuk yang paling simple.	68
Mahasiswa : Stressed boleh?	69
Instruktur ESP : Boleh, stressed...	70
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Mahasiswa: Miss... (<i>asking a question</i>) Bahasa inggrisnya meninggalkan apa?	86
Instruktur ESP: Apa?	87
Mahasiswa : Meninggalkan.	88
Instruktur ESP: Go (<i>write in the white board</i>)	89
Mahasiswa: (<i>The students back to do their wor.</i>)	90
Instruktur ESP: Sudah?....	91
Mahasiswa: Belum...(<i>the student back to their work</i>)	92
Instruktur ESP: Sudah ya...? em.... dimulai dari.... nim 157? Siapa?	93
Mahasiswa : Billi (<i>the other student said and billy smile</i>)	94
Instruktur ESP: Billi?	95
Mahasiswa : (<i>bili</i>) Yes...	96
Instruktur ESP: Bilimau kesini apa kesana (<i>right or left side</i>)	97
Mahasiswa: (<i>billy pointing the left side</i>)	98
Mahasiswa: (<i>bili</i>) When I am sad, I will sleep. When I am nervous I will take a rest, when I am bored, I shopping	99
Instruktur ESP: I?	100
Mahasiswa: (<i>bili</i>) When I am bored, I am shopping	101
Instruktur ESP: Fani..	102
Mahasiswa: When I am happy I call my parents	103
Mahasiswa: When I am Tired, I am sleep. When I am stressed, I read novel	104
Instruktur ESP: When apa?	105
Mahasiswa : Stressed	106
Instruktur ESP: Stressed? I?	107
Mahasiswa : Read novel.	108
Instruktur ESP: Alif...	109
Mahasiswa: (<i>alif</i>) When I am angry I go to sleep, when I dissapointed I sleep, when I tired I get a massage	110
Instruktur ESP: Massage(<i>correct the pronunciation</i>)	111
Mahasiswa : Massage	112
Instruktur ESP: Iya... thank you.. terimakasih....bagus bagus sekali, sudah gak sad, I tapi I am sad ada am nya. Kayak di atas itu (<i>pointing the wite board</i>) when I am sad, when I am angry, terus... e....kalau mau bilang I sleep gak usah pakai I am langsung aja sleep gitu (<i>while write on the white board</i>). Gak usah pakai .. kalau I am sleep malah salah. E... sekarang saya kasih pertanyaan muter kayak kemarin dimulai dari ... ini	113
Instruktur ESP: What do you do when you are nervous?	114
Mahasiswa: e... when I am nervous I... e...I just silent	115
Instruktur ESP: What do you do when you are angry?	116
Mahasiswa : When I am angry I will cry	117
Instruktur ESP: What do you do when you are stressed?	118
Mahasiswa: When I am stressed, I go shopping.	119
Instruktur ESP: Oke...that good. It means that you have apa ya... walaupun kamu tidak maumengakui bahasa inggrisnya sudah meningkat, paling tidak berarti itu kalian sudah nyamandengan lingkungannya. Jadi tidak seperti pertama kali dulu kalau mau ngomong kamu duluan Kalau sekarang kan sudah tidak. ee... baik itu aja. Untuk hari ini. ee., jangan lupa tidur, sampai jumpa minggu depan...thank you so much and see you next week. Assalamualaikum warahmatullahi wabarakatuh	120
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh	121

Appendix-1.b3. The transcription of classroom observation Classroom Observation III

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastris
Date of observation : Monday, 13th May 2019
Time of observation : 09.43-10.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh 1
Mahasiswa: Waalaikumsalam warahmatullahi wabarakatuh 2
Instruktur ESP: Rivaldi? *(the ESP Instructor start to checking the attendance list)* 3
Instruktur ESP: Maaf ya saya terlambat, karena yang ketinggalan itu adalah ini 4
(pointing attendance list) and tugas kalian disini. 5
Mahasiswa: Oya balik lagi. 6
Instruktur ESP: Jadi saya mau tidak mau harus pulang. Kemarin sudah ya bikin ini? 7
(while checking the assignment) e.. saya apa menyuruh kalian menuliskan kalimat yang 8
lengkap? 9
Mahasiswa : Gak.. 10
Instruktur ESP: Gak ya sebenarnya... kok tulisan kalian sudah lengkap sekali... saya 11
kembalikan ya.. aisyah, andin, and belinda... mana ini? *(the ESP Instructor give back* 12
the assignment to the students) 13
Mahasiswa: *(the students take the assignment)* 14
Instruktur ESP: Sudah ya?.. tapi banyak yang belum ya? Gak.. yang belum angkat 15
tangan? *(the ESP Instructor rise her hand)* 16
Mahasiswa: *(the students rise their hand)* 17
Instruktur ESP: Semuanya? Hmm... yaudah lima belas menit untuk menyelesaikan itu 18
Instruktur ESP: Ada yang masih menulis kemarin pertanyaan yang saya kasihkan? 19
disini apa aja 20
Mahasiswa : ee.... where are you going? 21
Instruktur ESP: Where are you going *(while write on the white board)* terus? 22
Mahasiswa : How are you? 23
Instruktur ESP: *(the ESP Instructure write in the white board)* terus? 24
Mahasiswa : How long are you stay? 25
Instruktur ESP: Ada lagi? 26
Mahasiswa : Where are you ... 27
Instruktur ESP: e.. untuk yang melengkapi yang belum selesai.. try to answer this 28
question as much as possible *(the ESP Instructure show the template that the ESP* 29
Instructor have been written). eee... coba ini pertanyaannya disini diselesaikan dulu. 30
Mana yang masih belum terjawab? ee... gini aja deh biar tidak bingung, gini aja... how 31
much do spent on food? Kamu membudgetkan berapa untuk makan? Misalnya one hari 32
satu anak. One person one day itu berapa? One hundred thousand? Seratus ribu? 33
Berarti kalau tiga anak tiga ratus ribu dikaliberapa hari biar gampang. Kamu kan liburan 34
perlu makan? Nah.. kamu itu membudgetkan berapa? makanmu satu hari? Kamu berapa 35

orang? Bertiga? Ya? Satunya gak masuk? Bertiga misalnya satu orang kamu budgetkan	36
satu hari 200 ribu, berarti tiga orang kan 600 ribu, nah kamu stay ditempat liburan itu	37
berapa	
hari?	38
Mahasiswa : Tiga hari...	39
Instruktur ESP : Berarti 600 kali 3	40
Mahasiswa : Oh iya..	41
Instruktur ESP : <i>(the ESP Instructor write in the white board)</i> . Sudah? Itu saya	42
bikinkan pendek saja reportingnya. Yang sebelah sana kelihatan gak? <i>(the students</i>	43
<i>from the left side)</i>	44
Mahasiswa : Kelihatan....	45
Instruktur ESP : Can you see it? Yang sebelah sini ya?	46
<i>(pointing the white board in the right side)</i>	47
Mahasiswa : Iya...	48
Instruktur ESP : e... untuk openingnya bisa you can say hay guys.. atau mau salam	49
boleh, and you can say we want to report our trip to.. kemana kamu? Kamu bisa pakai	50
we want to or we would like to report our trip to Yogyakarta misalnya, we are	51
traveling boleh, going boleh, we are traveling to Yogyakarta by train we bought the	52
ticket cost... berapa tiketnya? Belajar mengungkap angka dalam bahasa Inggris. Sudah	53
bisa kan? Three hundred million, three million and five hundred rupiah. Terus kedua	54
ntar.. ketiga.. we are spending berapa hari? Six days misalnya.... six days in Yogyakarta.	55
In Yogyakarta we are staying at... nama hotel kalian. home staynya... and hotel	56
malioboro that cost us berapa? Untuk home staynya langsung aja. Gak perlu kamu	57
bilang satu harinya segini, gak usah. Jadi langsung totalnya. Berapa totalnya berapa	58
juta?	59
Mahasiswa : Two million	60
Instruktur ESP : In Yogyakarta we are staying in hotel that cost us the three million	61
rupiah misalnya, during our stay in Yogyakarta we spent berapa.. berapa untuk satu	62
setiap orang.. Misalnya six hundred thousand for each person, for each person on food.	63
Makannya. Ini aja dulu <i>(pointing the white board)</i> . ee... berapa? Satu, dua, tiga, empat,	64
lima, enam, ya.. contentnya lima, ya... boleh satu group maju semua ini dibagi, in kan	65
ada lima.	66
Instruktur ESP : Oh... oke... e... 148? hayo.. siapa yang maju? Ada yang mau mulai?	67
Mahasiswa : Boleh lihat catatan?	67
Instruktur ESP : Boleh.. boleh lihat itu.. gak papa	68
Mahasiswa : <i>(rizal and usman group come forward)</i>	69
Assalamualaikum warahmatullahi wabarakatuh	70
Instruktur ESP : Waalaikum salam warahmatullahi wabarakatuh	71
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh	72
Mahasiswa : <i>(rizal and usman group)</i> we want to	73
Instruktur ESP : We want to....	74
Mahasiswa : <i>(rizal and usman group)</i> We want to traveling to north Sulawesi	75
Instruktur ESP : We are traveling	76
Mahasiswa : <i>(rizal and usman group)</i> We are traveling to north Sulawesi..	77
Instruktur ESP : By?...	78
Mahasiswa : <i>(rizal and usman group)</i> By air plane...	79
Instruktur ESP : Air plane.. he eh...	80

Mahasiswa : <i>(rizal and usman group)</i> and rent car in there	81
Instruktur ESP: Eh he eh..	82
Mahasiswa : <i>(rizal and usman group)</i> We are..	83
Instruktur ESP: We bought a ticket	84
Mahasiswa : <i>(rizal and usman group)</i> We bought a ticket for..	85
Instruktur ESP: For?.. berapa hari?	86
Mahasiswa: e...eighteen.. eighteen million and three... three hundred eighteen thousandfourty.. e.. four hundred. We are spending ... we are speding.. five... e dua...to benaken park. We are staying at karirhome stay. That costs us three million three million fivehundred rupiah.	87 88 89 90
Instruktur ESP: <i>(nodding)</i>	91
Mahasiswa : <i>(rizal and usman group)</i> Daring.. <i>(means during)</i>	92
Instruktur ESP: During <i>(the ESP correct the answer)</i>	93
Mahasiswa : <i>(rizal and usman group)</i> Our stay...	94
Instruktur ESP: Our stay...during our stay..	95
Mahasiswa : <i>(rizal and usman group)</i> During our stay..	96
Instruktur ESP: During our stay in.. he eh.. hesban...	97
Mahasiswa: <i>(rizal and usman group)</i> hesban.. thirty million one hundred six one hudred seventeen thousad sixteen thousand.. thousand... rupiah	98 99
Instruktur ESP: Berapa coba.. kamu tulis.. <i>(smiling)</i>	100
Mahasiswa : Hehehehe <i>(laughing)</i>	101
Mahasiswa : Asal aja miss?	102
Instruktur ESP: Iya.. di sebelah bawah aja gak papa <i>(smiling)</i>	103
Mahasiswa : <i>(usman write in the white board)</i>	104
Instruktur ESP: Three million a hundred and seventeen thousand six hundred rupiah. Sudahya? <i>(smiling)</i> three million tiga juta...seratus tujuh belas ribu gitu kan? On e hundred... seratus tujuh belas gimana?	105 106 108
Mahasiswa : One hundred...	109
Instruktur ESP: He he.. one hundred and seventeen thousand six hundred rupiah.. he eh. <i>(nodding)</i> coba bisa gak? coba?	110 111
Mahasiswa : <i>(rizal and usman group)</i> Our trip cost us	112
Instruktur ESP: He eh	113
Mahasiswa: <i>(rizal and usman group)</i> three million one hundred seventeenthousand and sixteen thousand	114 115
Instruktur ESP: He eh six hundred. <i>(the ESP correct the answer)</i>	116
Mahasiswa : <i>(rizal and usman group)</i> Six hundred	117
Instruktur ESP: Rupiah.. he eh	118
Mahasiswa : <i>(rizal and usman group)</i> For four people	119
Instruktur ESP: Oke <i>(nodding)</i> he eh.. sudah? Thank you..usman and rizal...em 159?	120
Mahasiswa: <i>(sidqi represent from the group)</i> come forward.. group afternoon guys...	121
Instruktur ESP: Morning.. masih di bawah jam sebelas	122
Mahasiswa : Oiya	123
Instruktur ESP: Good aftern noon itu diatas jam sebelas <i>(smiling)</i>	124
Mahasiswa: <i>(sidqi represent from the group)</i> Good morning guys...	125
Instruktur ESP: Morning..	126
Mahasiswa : Morning...	127
Mahasiswa: <i>(sidqi represent from the group)</i> how are you today?	128

Mahasiswa: I am fine..	129
Mahasiswa: (<i>sidqi represent from the group</i>) emm.. today we would reported our	130
travelingto thailand. We are traveling to thailand by air plane we bought the ticket	131
for...one million two hundred rupiah, we are spending three days in thailand. In	132
thailand we stayed at hotel that cost nine million one hundred rupiah, during our stay	133
there thailand we spend one million sixhundred sixteen thousand for each person ..	134
thank you..	135
Instruktur ESP: You are welcome (<i>smiling and giving a applouse</i>) thank you... sidqi..	136
Mahasiswa :(<i>alvina group</i>) Asslaamualaikum warahmatullahi wabarakatuh.	137
Instruktur ESP: Waalaiikum slaam warhmatullahi wabarakatuh..	138
Mahasiswa : Waalaiikum salam warahmatullahi wabarakatuh	139
Mahasiswa: We want to report our trip in yunani	140
Instruktur ESP: Greece.. yunani itu greece .. yunani itu greece	141
Mahasiswa : Greece..	142
Instruktur ESP: He eh... bentar (<i>the ESP Instruktur write how the word greece</i>) iya...	143
Mahasiswa : We want to report our trip to greece. We are preparing e...two	144
greece	145
Instruktur ESP: Greece	146
Mahasiswa: Greece by air plane.. we bought the ticket for...eighteen million	147
ruppiah, we bought.. we are.. three days in santarini. In santoriy we are stay at..hotel.	148
that cost us four million	149
Instruktur ESP: Million	150
Mahasiswa: Four million four hundred seventeen nine hundred rupiah, during..	151
during.. our stay in...santoriny...we spent.. e...two nmillion five hundred and seven	152
thousand rupiah foreight peson one food. Thank you...	153
Instruktur ESP: You are wlcome.. sudah semua ya.. beneran? \	153
Mahasiswa: Sudah..	154
Instruktur ESP: Thank you so much for reporting your trip e... pendek tidak papa but	155
ingeneral you did great. Yang susah apa? Gak ada kan ya?	156
Mahasiswa : Iya...	157
Instruktur ESP: Meng.. mengucapkan harga harga dalam bahasa inggrs itu susahgak?	158
Mahasiswa : Susah.. ya lumayan...	160
Instruktur ESP: Yang bikin susah apanya?, urutan urutannya mungkin,	161
thousand...hundredmillion, ya.. but it understandable.. sangat wajar.. sangat wajar	162
sekali kalau itu susah. But ingeneral you did great. So thank you so much.. applouse	163
for you..	164
Mahasiswa :(<i>give applouse</i>)	165
Instruktur ESP: e...terimakasih dari minggu kemarin yang sudah for making the	166
itineraryitinerary tau ya sekarang...itinerary itu the hole planning. The hole.. dari mulai	167
berangkat sampai bali lagi itu namanya itinerary. Mungkin nanti kamu mau bikin	168
travel agency, kalau bikin travel agency you have to be able to make itinerary. ee...	169
that's all for today...	170
Instruktur ESP: Yaudah kalau begitu thank you so much I will see you next week	171
sepertibiasa stay away from drug...drink a lot of water.	172
Mahasiswa : Drink drink..	173
Instruktur ESP: Lo gak tetap harus minum, hartus minum banyak air putih...it	174
vegetable andfruit and..have enough sleep , thank you so much I will see yolu next	175

week, wassalamualaikum warrahmatullahi wabarakatuh.

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Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh.

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Appendix-1.b4. The transcription of classroom observation Classroom Observation IV

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Tuesday, 14th May 2019
Time of observation : 10.50-11.52 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh	1
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh	2
Instruktur ESP: Saya absen dulu ya... rivaldi? e... oke.. sebelum kita mulai hari ini...	3
I want you to work in group e...semuanya kan setia dengan UMM ya.... So, I want	4
you to think about...e... our campus UMM (<i>while write in the white board</i>)please	5
work in group of three. Seperti kemarin tiga-tigasudah? Bikin group bertiga?	6
Mahasiswa: Sudah...	7
Instruktur ESP: I have some question here at least discuss tapi gak boleh lama-	8
lama, em.... lima menit aja..University of Muhammadiyah Malang. What do you like	9
about UMM? Dan dua, what do you think can be improve? Yang.. maksudnya	10
yang...something you ⁷ have wish... we have. Beberapa hal yang mungkin kalian	11
harap salah satunya atau bisa di ubah atau bisa diperbaiki. Nah silakan di... di apa...	12
di diskusikan dulu habis itu kita bahas bareng-bareng. It's oke you can use bahasa	13
Indonesia and then we can learn the English togethernanti bahasa inggrisnya bisa di	14
cari bareng-bareng	15
Instruktur ESP: Gak usah ditulis gak papa, nanti ada tugasnya sendiri. It's oke..	16
sudah?Mungkin bisa kita mulai...So, what do you like about UMM? ada yang mau	17
nyebut? Angkat tangan... angkat tangan...rise your hand..apa?...apa?...	18
Mahasiswa : Ada bebek.. ada bebek-bebek kan	19
Instruktur ESP: Oh.. e...disitu.. di lake itu kah?	20
Mahasiswa: Iya..	21
Instruktur ESP: Useful and giant duck..	22
Mahasiswa: Place for fishing	23
Instruktur ESP: Place for?	24
Mahasiswa: Fishing	25
Instruktur ESP: Mana?	26
Mahasiswa: Ada tulisannya di dekat GKB 1	27
Instruktur ESP: (<i>smiling while write in the white board</i>) e... fishing place..apa lagi?	28
Mahasiswa: e...yang ada di GKB 4...	29
Mahasiswa: Parkirannya di dekatan.. motor mahasiswa bisa di masukin.. motor	30
Mahasiswabisa dimasukin..	31
Instruktur ESP: Parking a lot.. what do you want to change from the parking a lot?	32
Apa..apayang kau harapkan dar parking a lot?	33
Mahasiswa: Di dekatkan	34
Instruktur ESP: Di dekatkan...apanya? apanya di geser?	35

Mahasiswa: Basement	36
Instruktur ESP: Sudah? Sudah? Oke. Now, if you.. kalau sudah if you finish a Bisa	37
this...sekarangkan saya tau kalian punya something in your mind. Gimana sih	38
kampus yang ingin kalia tempati. Kampus yang baik menurut kalian. Sekarang. take	39
piece of paper with your group and then create your own campus.. yor idea campus.	40
dibikin bangunannya..atau bagaimana saya tidak tau. So, em..start from a map.. jadi	41
bikin kaya peta...terus kalian namakan sendiri. Kampusnya namanya apa, terus	42
gedung rektoratnya dimana...disebelah rektorat ada apa...parkir a lot nya mau di taruh	43
dimana.. terus kolomnya taruh dimana.Gak harus bagus. Bisa Cuma kotak-kotak..	44
tapi kamu kamu kasih penanda. Misalnya satu in rektorat, terus, dua tempat parkir.	45
Terus misalnya di setiap gedung ada kantinnya. Misalnya.Terus sesuatu yang tidak	46
terlihat. Dalam bangunnya misalnya system presensi pakai. pakai itu..pakai apa?	47
Mahasiswa: Pakai ktm	48
Instruktur ESP: Nah pakai ktm kan gak bisa di gambar. Nah itu kamu taruh di	49
point-point dibawahnya	50
Mahasiswa : Oh iya...	51
Instruktur ESP: Tau ya.. yang di... yang dilakukan apa? Gambarnya terserah kamu	52
sebanyak kamu. Mau kamu gambar pakai bangunan, kalau kamu bisa gambar, boleh.	53
Di gambar kotak-kotak saja boleh. Tidak ada yang misalnya...terus kamu kasih nama	54
universitas apa? Sekolah tinggi apa?	55
Mahasiswa: (the students back their work)	56
Instruktur ESP: Siapa aja tadi yang datang? Berapa NIM nya?	57
Mahasiswa: 140,1 41,145	58
Instruktur ESP: Sama siapa tadi?	59
Mahasiswa: Lisa.	60
Instruktur ESP: Sudah tau tugasnya? (<i>ask with the students who come late</i>)ee... do	61
not focusto much for the building. Jangan terlalu focus ke.. bangunannya. Maksudnya	62
kalau mau digabung-gabungkan boleh...gak papa.. tapi you can focus on the detail	63
too.. buat detailnya juga..misalnya other facilities. Yang tidak bisa ditaruh..di..mapnya itu.	64
Misalnya,ada fasilitas tap water. Tap water itu apa? Kalian tau tap water? Tap water itu air	65
kran yang bisa langsung diminum atau pakai suryapanel...e...solar panel..	66
Instruktur ESP: Ini gak dimasukkan ya.. (<i>pointing white board</i>) ini hasil diskusi	68
aja.. (<i>she come to the students who coming late and explaining the task</i>) kamu bikin	69
kamu sendiri, nama universitasnya apa..terus bangunnya kalau kamu bisa gambar ya	70
gambar..ada kolam, ada gazebo..terus habis itu..selain...selain.. bangunannya..itu	71
fasilitasnya apa saja yang lebih lengkap. Tulis aja other facilities...fasilitas yang tidak	72
bisa digambarkan Misalnya...e...ktmnya bisa buat atm (<i>smiling</i>)	73
Mahasiswa: heehhe (<i>smiling</i>)	74
Instruktur ESP: KTM nya bisa buat...masuk ke...perpustakaan seluruh indonesia.	75
Misalnya (<i>smiling</i>) kan itu tidak bisa di gambar.	76
Mahasiswa: (the students back to their work).	77
Instruktur ESP: (the ESP Instruktur checking the students work)Kampusnya	78
namanya apa?Ha? Terus for the other facilities nya gak? (<i>ask for the boy group</i>)	79
bukan.. maksudnya yanggak bisa.. digambar disitu. Iya... misalnya esklator di setiap	80
bangunan kan gak bisa dimasukkan,terus..parkirnya bis pakai ktm (<i>smiling</i>)	81
Mahasiswa: (<i>smiling</i>)	82
Instruktur ESP: Sudah?	83

Mahasiswa: Sudah miss.	84
Instruktur ESP: <i>(and the ESP Instruktur checking their work)</i> yang lain... sudah?	85
Kalau sudah kumpulkan..	86
Mahasiswa: Miss? <i>(Asking the question)</i>	87
Instruktur ESP: Apa? <i>(approach the student)</i>	88
Mahasiswa: Apa bahasa inggrisnya serba guna?	89
Instruktur ESP: Serba guna? Multifunction	90
Mahasiswa: Itu multifunction... ayok sudah... miss..? <i>(asking the question)</i>	91
Instruktur ESP: Iya? Kayak colokan? electricity pocket.. ini ya tulisannya?	92
<i>the ESP Instructor write how the word in white board)</i>	93
Mahasiswa : Miss ? <i>(asking the question)</i> setiap kelas dilengkapi apa bahasa inggrisnya?	94
Instruktur ESP: Setiap kelas di lengkapi... each facility buildings has apa...	95
kamu maunya seperti apa?	96
Mahasiswa: Setiap kelas	97
Instruktur ESP: Each facilities each building. Sudah? Belum?	98
Mahasiswa: Sudah...sudah...	99
Instruktur ESP: Mana nama kampusnya?	100
Mahasiswa: Itu..bhineka tunggal ika	101
Instruktur ESP: Ayok..sudah? e... dikumpulkan aja dulu.. nanti minggu depan	102
di...sayakembalikan lagi, terus reporting kayak kemarin. Nama universitasnya jangan	103
lupa. Hayo..bisa di lanjut minggu depan. UGSB itu apa?	104
Mahasiswa: Nama kepanjangan miss	105
Instruktur ESP: Lainnya? Dilanjutkan minggu depan gak papa	106
Mahasiswa : Namanya belum miss...	107
Instruktur ESP: Silakan dipinggirkan, minggu depan harus sudah dapat nama ya	108
Instruktur ESP: Sudah ya?..tinggal satu kelompok aja gak papa... baik kalau sudah,	109
kita akhiri dulu, thank you so much for coming. Seperti biasa stay away from drugs,	110
on't forget to call your parents, drink a lot of water, eat your vegetable and fruit	111
and have enough sleep.	112
Mahasiswa: Puasa miss.	113
Instruktur ESP: Kan nanti buka puasa...minum air putih yang banyak, dan selamat	114
mejalankan ibadah puasa, semoga puasanya lancar, thank you so much for coming	115
today, I really appreciate your attendance in my class, e.. I will see you again next	116
week, Thank you so much. Stay healthy, tetap sehat...jiwa, raga, kalau sehat kamu	117
bisa mengubah dunia. Kalau gak sehat gak bisa. Thank you so much.	118
Wassalamualaikum warahmatullahi wabarakatuh	119
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh	120
	121

Appendix-2a1. The Transcription of Interview

Interviewer : Sulastr
Interviewee : ESP Instructor “B Class”
Date of interview : Thursday, 16th May2019
Time of interview :10.30-11.00 a.m.
Place of interview : Language Centre, UMM Malang

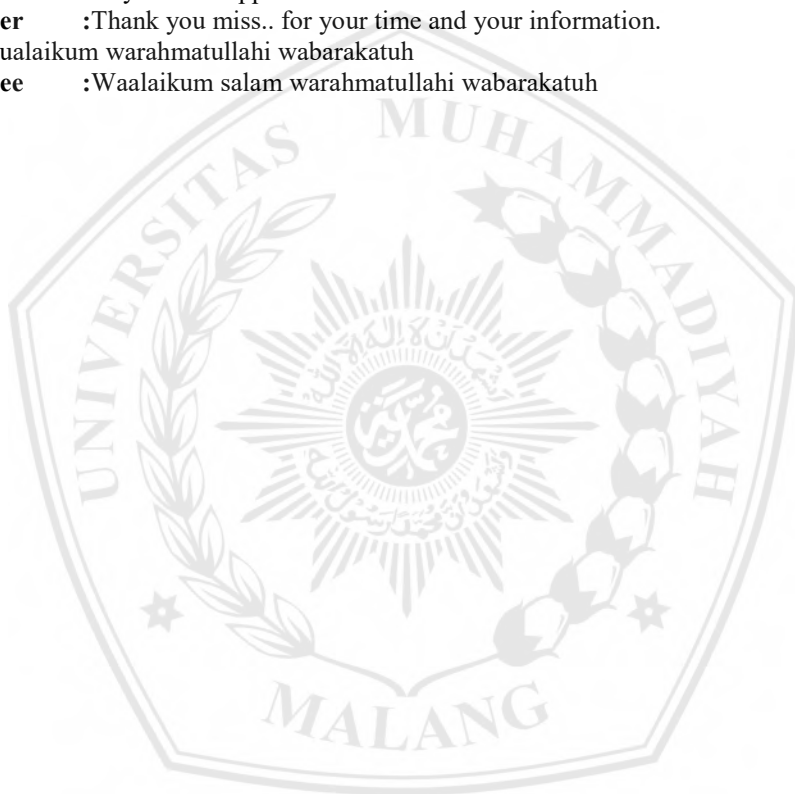
Interviewer	:Assalamualaikumwarahmatullahiwabarakatuh	1
Interviewee	: Waalaikumsalamwarahmatullahiwabarakatuh	2
Interviewer	: Good morning miss..	3
Interviewee	:Good morning	4
Interviewer	: How’s your feeling?	5
Interviewee	:I’m feeling fine, great as usual	6
Interviewer	:And do you have any kelas after this?	7
Interviewee	:Ya.. I have another class at twelve thirty	8
Interviewer	:Oh.. oke.thank you for coming, thank you for taking your valuable	9
	time forjoin this interview.	10
Interviewee	:For my pleasure	11
Interviewer	:ee...the purpose for this interview is to describe motivational strategies	12
	used by ESP Instructor when teaching speaking and thestudents’ respon when the ESP	13
	instructor use motivational strategies when teaching speakingand also I will clarify based o.	14
	theobservation. Motivational strategies here means thetechnique that use ESP instructor	15
	to motivate their students when teaching speaking. ee.... I bring camera, if you don’t mind	16
	I willrecord this conversation	17
Interviewee	:It’s oke...	18
Interviewer	:Oke.. e.. let’s start.. the first question is what motivational strategies	19
	that you have done when teching speaking?	20
Interviewee	: Positive reinforcement for sure, and then...e....keep telling them that	21
	it is oketo make mistake, is oke to speak English using their own accent. And... I	22
	always ask for themfor their permission if their oke if I correct their grammar mistake,	23
	ee....whether they are oke ifl e.... correct their pronunciationthat way, we...I believe	24
	that I involve them in their own learning process by making sure that they now what	25
	that I do. By making sure that I always asking for their permission.	26
Interviewer	:Is there any else?	27
Interviewee	:I think in the first meeting, I give them like e... brief explanation e...	28
	about howpeople in other country’s use English, is not only native speaker, but also	29
	Singaporean useenglish, Malaysian use English, Indian use English, and they speak	30
	English with their action, and sometimes they make grammar mistake, an sometimes	31
	they also combine english with theirlocal language, and it’s very oke..so I... emphasize	32
	to them, is very oke if you..speak english with javanese accent or with your native	33
	accent, and if you make mistake is very oke, is part of the process, e... I make mistake	34
	too..and even I graduated, from university I still did not talk very fluently, is very	35
	oke..and your english doesn’t sound like native speaker, it takea process that what I	36
	did. So they feel not like e.. failed. I don’t want make them like failed.	37
Interviewer	:Which motivational strategies did you use most often when teaching	38
	speaking?	39
Interviewee	:I think it’s positive reinforcment and e... validating their effort and	40
	feelings. If they are nervous I telling that ya if understandable if we are nerveous is	41
	very oke...is verynormal.. I feel it to validating their feeling and their emotions, their	42
	efort and positive reinforcement.	43
Interviewer	:So..e.. which one motivational strategies that most valuable for	44
	promotingmotivation to the students when teaching speaking?	45
Interviewee	:I think both..both are equally important for me.	46
Interviewer	: Positive reinforcement and validating their effort?	47

Interviewee	:Yes. material? Forexample in this week the topic about emotion and then next week about budgeting. Do you use any new motivational strategis in every topic?	48
Interviewee	:I can not remember any, but there is anything different in budgeting them like the template of eee..phrases and sentences that they can't say during their report.So, that way they feel confident. Oh.. I know about what I what to say like I comeforward withblank mind. So, maybe the difference. Do yo remember that I want to..we want to report ourtrip to, so I will use template for them. Because I want to make sure that they have somethingto present.	49
Interviewer	:Did you use any new motivational strategies in the particular , It means in every topic you used different strategy?	51
Interviewee	:I think so, but related with the topic.	52
Interviewer	:Depend on the topic?	53
Interviewee	:He eh.. (<i>nodding</i>)	54
Interviewer	:Oke... do you plan motivational strategies in advanced or spontaneously?	55
Interviewee	:Em.. so here . two things that I have three speaking classes, I have one onMonday, which I consider at my first class I plan. And then for the next clas.. I.. I.. implementin the same thing that I learn from my first class. So, in the first class..oh...I see that thestudents need to learn this. This students often make this mistake, I plan this. I..I.. implementthis on the next class. So,, it's plan, it's also plan of mistake that I learn form another class.	56
Interviewer	:How do you motivated for unmotivated students?	57
Interviewee	:I use more individual approach. So, I approach them individually, not like infront of the class. For example you notice that some students in my class are very cleaver, shy,and do not talk that much, and do not talk loud, I don't want force them to participate or to talka loud. So, I try to approach them individually.	58
Interviewer	: You said that you want to approach them individually?	59
Interviewee	:Ya..	60
Interviewer	: What does it mean?	61
Interviewee	: So it's me who come to them, it is not like I ask them to speak louder, no.. so, I should come closer to them.	62
Interviewer	:In the end of the class or during teaching and learning?	63
Interviewee	:During teaching and learning and it's a process. Because, you see.you know..I can not identify the students in the first meeting. I only find them in the couple of meeting. So, it's through the process, until I notice ow.. this students are very shy, I can not force themto participate in my class. So, me should closer to them. Not them.	64
Interviewer	:Oke.. in your speaking class...have you introduce the important in English orspeaking in english for their carrer or for the their bright future, because as we know, thatspeaking in english for accountant is not their major. So, do you ever introduce them?	65
Interviewee	:I did, but first meeting.	66
Interviewer	:e.. like what?	67
Interviewee	:I mention MEFTA?MEFTA? e.. Masyarakat Ekonomi Asia.. MEA..MEA.Masyarakat Ekonomi Asia is aware people from south Asian countries can get into Indonesiaget a job. And is the same the view. Indonesian can go to Singapore, Brunei, Malaysia, to get ajob without..e....with e...very minimim birocratic period. Is very easy for us to find job, in other countries... the same with the other people from the other country. So, it means that ourcompetitor in the job market are not only Indonesia. But also people from Singapore, fromThailand, from Brunei, and they have like the...higher hand because they can communicate inEnglish. So, if you can not e...if you can not master English, do not get surprise if people from Singapore, from Thailand go to Indonesia and then find the job instead of you. Find the jobinstead of you I mean. I mention that...	68
Interviewer	:In the first meeting?	69
Interviewee	:He e.. (<i>nodding</i>)	70
Interviewer	:Is there any appointment in your classes? Between you andyour	71

students,so the class can run well. Maybe in the first meeting?	106
Interviewee :Ya in the first meeting	107
Interviewer :Like what?	108
Interviewee :Like lateness, absence...	109
Interviewer :Maybe rule?	110
Interviewee :We don't have many rule...like...	111
Interviewer :Absence and?	112
Interviewee : Ya..absence present list and they knows, and.. I think I follow so in universityrules, like from the university you can only skip classes maximum four times, we still do that, and also about lateness, I encourage them to come on time. But, I also tell them that I will never know chat situation they are going through, maybe get stuck the rain, maybe get stuck they get their motor cycle broken I never know, so I emphasize that if anything happento you that will affect your coming lateness you just inform me beforehand.	113 114 115 116 117 118 119
Interviewer :Beside absence, is there any else?	120
Interviewee :Em.. like what?	121
Interviewer :Like in our clas you can bring food or snack?	122
Interviewee :Ow.. they can bring some snack or drink as long as not big..big dish. Like nasi padang, bakso, you can not do that. But if you want to bring a snack...or just some cookies is oke.	123 124 125
Interviewer :Maybe you have the rules such you have to obey this rule, because if you ignore this rule this is not good for you.	126 127
Interviewee :e... is not that's strick. But I always encourage them to respect each other likewhen your friends speak up, please listen to them. It means that you respect them. Same way if I speak you listen. Because it's e... it's e.. how you respect other people. I try teache these culture but ..but is not a strick if I talk and you don't listen you get out no....is not that way.	128 129 130 131 132
Interviewer : Oke.. is there any else?	133
Interviewee :No...other rules are accordance of the university.	134
Interviewee :Ya...it's oke..	157
Interviewer :and how about the material that you teach? Is it relate with their field? As accountant major or not?	158 159
Interviewee :No... it is related like budgeting.. budgeting is for.. I think is very accountingthingsfor budgeting. E... and also doing report. Doing report I think is also important for an accountant. but for the first seven meeting, we focus on telling about themselves.	160 161 162 163
Interviewer : In your class, have you ever ask the students about the students need, and thestudents want in speaking class, then you will improve in your course outline, or your topic oryour material is speaking class?	164 165 166
Interviewee : Em.. I think in the first meeting I ask them, and most of them, stated that theywant to be able to speak in english fluently, and also they wanted to go to.. they want to applyscholarship, they want to go to university abroad, join students exchange, however learning english is a. I mean is not like can make you pass the IELTS test, just because you want to. There is a step, that you have to take. Just because they want to be able to present somethingin english it's doesn't mean oke Iwill make you be able to present. I have to know their levelfirst. So, I try to balance between what they want to achieve and their current level.Whether with their current level they get. For example, if their level is basic, and then they want to have IELTS seven point five is not something that I can do easily. There is step that Ito there. So, ya.. I did I ask them, but again... I match the activity with their english level.	167 168 169 170 171 172 173 174 175 176 177
Interviewer :Based on the observation I see that your class mostly using bahasa. Is it a part your strategy to motivate their to speak english or something else?	178 179
Interviewee :e... I think I just want them to feel that I talk to them and I want them tounderstand. You can not make other people feel involve in their discussion if they don't uderstand your language.; I can speak in english, but they don't understand what is the point? So I, for something that I want them to undertsand I speak their language	180 181 182 183 184

Interviewer	:So, have you ask the students about the language?	185
Interviewee	:Ow ya.. I did in the first meeting. Do you want me to use English or bahasaindonesia? E... because in the first meeting I use mostly english. And they think that myenglish is too fast and they found it but difficult to follow my English	186 187 188
Interviewer	:Do you ever provide opportunities for the students to evaluate themselves?	201 202
Interviewee	:Ya..I did a lot in the first seven meeting. But the.. the session I feel interesting thing that I think most Indonesian students very very hard to appreciate themselves. They arealways overly critical about themselves like e... my English is not good, I think I made a lot of mistake, my pronountiation will bad, it's always,, negative... negative evaluation. Negative things when from my point of view like they did a lot of things during the preparationThey did the translation, they research, they also make sure that they wrote everything they wanted to say, written on the paper. I think it's great work. But, they over look this thing and they were overly critial themselves, emm... I think my english still bad, I think I made a lot of grammar mistake, I think my pronunciation is not clear, is always negative, I don't know, so I...was trying to encourage them to speak..what they did well.	203 204 205 206 207 208 209 210 211 212 213
Interviewer	:How about tell the experience about your experience before?	220
Interviewee	:Ya. I tell them, and it is interesting story for them. I think their favoritestory about my learning is when I told them that I use to get bad score in english in high school and maybe they feel that realaly related. Maybe they like oww.. Missnya aja dulugak bisa sekarang bisa.	221 222 223 224
Interviewer	:I want to clarrify based on the observation tin the end of the class that youalways said stay away from drug, sleep well and etc...	225 226
Interviewee	:I don't know, it is just positive message, and also I just want them to stay healthy and always make sure to telling them drink a lot of water don't forget your vegetableand fruit, eat your carrots, and also have a lot of sleep, and I don't know, I think is nice, and kind, and possitive mesage, and if I am not do anything for them, atleast I want them to stay healthy.	227 228 229 230 231
Interviewer	:And.. how about telling them to .. oke to improve your speaking or to improveyour english, you can speak outside this class with your friend.. or you can join the english club, or you can write i the social media use english. Do you? Why?	232 233 234 235
Interviewee	:I think in the first, fist couple of meeting, I told them that e...to my improve youenglish keep learning after the ESP classes finish. Like for example I use own story forexample, I watch a lot of youtube video on english, I like make up and I watch a lot of make up tutorial in english, and you can do the same in your hobby. If you like football, try toread footballs news in english, if you like anime, try to watch anime movie in english, if you like I don't know music, e... you can watch music video and anything in english.That's what I did.	236 237 238 239 240 241 242
Interviewer	:In your claass, I see that the students bring their book.	243
Interviewee	:Ya their note...	244
Interviewer	:So, is it part of your strategy or technique to motivate the students to speak up?	245 246
Interviewee	: Ya.. but you should stay in our midterm test, because most of them do not bring their notes. But yesterday, because.. I don't know.. maybe because it's long...and I thinkI know that they will more confident with me with their notes. Even though that actually itdoesn't really help. But I know it will help them with their confidence so, I like them bring their note.	247 248 249 250 251
Interviewer	:And also after you give the material and assignmnet and the students report their assignment then you write the ew vocabulary in the hite board, is it also the partin your technique?	252 253 254
Interviewee	: Ya.. as long as if they ask, I will but sometimes I also proactively. Oke.. what vocabulary do you need? That i have to write in the white board...but sometimes theydon't tell me anything and e.. found the vocabulary themselves in the their dictionary. But,if they ask me, I will write everything in the white board. Like for example one day, they askme when they want to talk about theirfamily.. we came	255 256 257 258 259

with.. we came out with...a lot of profession, so they ask me what is PNS? What is	260
nelayan? What is bapak saya jualan pareI wrote all of them in the white board.	261
Interviewer :Based on the observation, I see that the students ask miss apa bahasa	262
inggrisnya saya mau pulang kampung? Buy, not directly answer but you said...apa...apa....	263
ada yang tau? Is it also the part your technique?	264
Interviewee :Ow. That I do that	265
Interviewer :Yes..	266
Interviewee :I think I just want to e...	267
Interviewer :To involve the students	268
Interviewee :And also I am trying .. I think that way the students who know, will	269
fill validate, will fill that oh..I can do this..and apart from that, I am trying to e.. remind	270
my selfthat I am not the only one with knowledge there, and the students have	271
knowledge too.	272
Interviewer :Membuat students merasa di libatkan gitu ya miss?	273
Interviewee :e.. ya in and appreciate it	274
Interviewer :Thank you miss.. for your time and your information.	277
Wassalamualaikum warahmatullahi wabarakatuh	278
Interviewee :Waalaikum salam warahmatullahi wabarakatuh	279



Appendix-2b1. The Transcription of Interview

Interviewer : Sulastri
Interviewee : ESP Instructor “A Class”
Date of interview : Friday, 17th 2019
Time of interview : 08.43-0913 a.m.
Place of interview : Language Centre, UMM Malang

Interviewer	:Assalamualaikum warah matullahi wabarakatuh	1
Interviewee	:Waalaikumsalamwarahmatullahiwabarakatuh	2
Interviewer	:Good morning miss.	3
Interviewee	:Iya.. good morning..	4
Interviewer	:How's your feeling?	5
Interviewee	:I think is great	6
Interviewer	:Do you have any class after this?	7
Interviewee	:No...	8
Interviewer	: Thank you for coming. Thank you for taking your time to join this interview. In this interview I will talk about motivational strategies used by ESP Instructor when teaching speaking. And the purpose is I want to know the ESP Instructor used motivational strategies when teaching speaking and the students response also and also I want clarify based on the observation. Motivational strategies here means that the technique when the teacher use to motivate the students. And I bring camera, if you don't mind I will record the conversation.	9 10 11 12 13 14 15
	Is it oke miss?	16
Interviewee	:Oke..it's fine..	17
Interviewer	:Oke.. I will start the first question..what motivational strategies that you have done when teaching speaking?	18 19
Interviewee	:Oke.. so that's motivational strategy that I use I implement... so I have program of all my speaking class, it is called a sharing session, it's one of my strategy to motivate my students. The function or the purpose of the sharing session is as e.. what is it's e.. warming session for the students. So before we have new material to discuss, they have to speak about something, they have to share about something that they form daily in their life, in their daily. For example like, for example maybe the last movie they watch, the song that they currently they listen to or maybe the activity..they are just they watch. I want them try to speak something what is it authentic that they are really do that. They are really in that. Just the program, the specific program that I used. And the other motivational strategy I guess. Always make the students to make bahasa indonesia and english that they feel so confused, so nervous I will tell them is oke you can mix I will help you. And then... I also what is it.. if they ask I also what is it I also let them if they doesn't know, they do not know the word in english, they can ask me. So, feel free to ask me. during the class is fine, I always say that to them. And also e... the other things is e... when they speak, I try to ask them for clarification, for confirmation, so it will help them to speak clear in english. I think that's all	20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
Interviewer	:You said before that when the students didn't know the vocabulary or others is oke for you	36 37
Interviewee	:Ya.. is oke for me..they can ask me.	38
Interviewer	:It means that the students make mistake is it oke?	39
Interviewee	:Yes, it's totally fine, as long as they want to learn.	40
Interviewer	:Is there anything else?	41
Interviewee	:Anything else...	42
Interviewer	:I want to clarify based on the observation, I see that you always say question is it also the part of your strategy to make the students to speak up?	43 44
Interviewee	:Actually my main vision is I want to make sure that they are understand. But, the other thing I also want to invite them to speak. Sometimes, some	45 46

clarification, so..I will allow them to speak. So, that's why I say question.	47
Interviewer :And also I see when the students come forward and they also bring a note...	48
Interviewee : Ya allow them to bring a note, but, I always say to them, do not read. This is not reading class, this is speaking class, you can check your note, but not read it. That's why I always say to them. Sometimes, they don't really do that. But, try to always tell them that okay you can bring your note. But, make sure you are not reading. It is only for check it.	49
Interviewer :And also in your class, I see that mostly use English. This is also your strategy or your appointment before or what do you think?	50
Interviewee : Ow ya.. I told them, try to maximize use of English in the class through, and also when they text to me, when they say something in the group whatshap, I try to what is it..I tell them try to use English	51
Interviewer :It means that, in the outside classroom you also emphasize the students to speak English?	52
Interviewee : Ya.. for example..when they want to text me for example they work, they can not come to the class, they text me it should be in English,	53
Interviewer :It should be?	54
Interviewee : It should be in English.. it is not must be in English, but I expect them should be in English. So most of the obey that. And also in the group I also when they have something information and then they use indonesia I will reply in English and then they will reply again in English something like that. That's my other strategy outside the class.	55
Interviewer :Do you ever tell the students, when outside the class, you have to speak in English with your friend or you can join the organization relate in English for example English Economic Class or others or maybe beside they can text you in English you can write in your social media you can use English or others	56
Interviewee : Ya.. I usually told them too. But, lately I am not say that much for my other class I usually say that when you write something in your social media, use english, when you use ATM, please use English. The ATM you can choose right Indonesia version or English version you can use English version, and in your phone, try to use setting in English, something like that.	57
Interviewer : Which motivational strategies that you use most often when teaching speaking in your class?	58
Interviewee :Most often the sharing session is always, I do that. Because I want them to... atleast be brave to speak outside the materials. Sometimes, the material is boring right, too theoretical maybe they do not use .. do not use really it in their daily something like that. ⁷⁷ So I try to be what is it more engage to their life. So that's why I...I... what is it... I take....I insert to include the sharing session every speaking class that I teach.	59
Interviewer :Which motivational strategies are the most valuable for promoting motivation among the learner?	60
Interviewee :For me.. to let them mix the bahasa Indonesia and English..I think they more comfortable when I said so..it's okay you can mix. Then they will be more brave to speak.	61
Interviewer : Have you make sure that when you speak mostly in English they understand?	62
Interviewee :O ya.. I check their face	63
Interviewer :Their response right?	64
Interviewee :Their response, and how's that face, is it confuse face or is it understand face and I think we can judge	65
Interviewer :So, is it okay right?	66
Interviewee :Yes..if they don't understand they will confirm with their friend. I am sure they do that.	67
Interviewer :Did you use any new motivational strategy in the particular material, in the specific material?	68
Interviewee : Em... ya.. I guess depends on the topic oif I think the topic will be	69

better if we have a circle rotation of sit or they it should be in pairs or it should be	108
e,...dialog between their friends or only talk to me something like that I think is	109
depends o the topic. But I not like towrite, so, that's why I used LCD Projectors. I	110
don't really like write my hand writing is bad. But I write. But is notr really good.	111
Interviewer :You said before, that you use projector, do use other media to	112
support whenteaching speaking?	113
Interviewee : If I have classroom I used LCD projector, If I don't have classroom	114
I willbring my what is it board...white board.. because there something that make	115
clarify the word,something lie that. So make them more understand. Sometimes we	116
need to write.	117
Interviewer :How about the other media? Movie maybe relate their field	118
Interviewee :No, I don't really what is it movie, song, is for outside the class, is	119
for they sharing session, not for my topic.	120
Interviewer :Do you plan motivational strategies in advanced or spontaneously?	121
Interviewee :I think mostly spontaneously	122
Interviewer :Spentaneously depens on the situation?	123
Interviewee :Ya.. depends on the situation, the students reaction, and response.	124
Interviewer :It means you realize when the students feel bored, you will	125
change the strategy?	126
Interviewee :Yes..or if.. we can not... what is it...sometimes this class is so	127
advanced, in English, the other class is basic in English. So, ya.. depends..	128
Interviewer :How do you motivated for unmotivate students?	129
Interviewee :e... I will ask them more in the class, make sure that they	130
understand. For example, redwan do you understad? Something like that..and involve	131
them in the class.	132
Interviewer :Is there any else?	133
Interviewee :Ya...let them bring note, let them mix in indonesia, ya,, that's also	134
my strategy	135
Interviewer :Do you have personal approach?	136
Interviewee :No...I don't.. I am not enjoy...the kinds of things. Personal approach	137
no..	138
Interviewer :In your class, do you ever introduce the important English, or the	139
important inspeaking in english for their carrer or for their bright future?	140
Interviewee :I think they know it all, I don't really need to speak it up. Maybe, I	141
speak littlebit in the first meeting oly, but, for the rest meeting I don't think I talk	142
about it.	143
Interviewer :In the first meeting, like what?	144
Interviewee :When I introduce my self, why they should speak english, why they	145
should what is it involve english, in their daily life. Like setting your phone setting in	146
english. And use english for the atm, but I think I only d in the first meeting.	147
Interviewer :In the first meeting do you have any appointment between you and	148
yourstudent, so the students have to obey your rules, so that maybe the class can	149
runing well,	150
Interviewee :Agreement you mean?	151
Interviewer :Yes..	152
Interviewee : Oke.. I always check the attendance befor the class started. So,	153
however is late, or I late, it's going to be mark. That's my appreciation for those who	154
come on time	155
Interviewer :What else?	156
Interviewee :The others... no.. I think the burden.. so I donb't like	157
Interviewer :Or maybe you tel your experience about how difficult to learn	162
englishor how difficult to sepak in english before...	163
Interviewee :If they ask. I just say English is fun...saying is not enough, prove it	164
to them. That they need to speak.	165
Interviewer :It means you show your enthusiasm?	166
Interviewee :Yes... I prefer that, so action is better than word.	167
Interviewer :So, do you ever teach the students ho to motivate their self. For	168

example they can face when they have problem. So they can motivate themselves.	169
Interviewee : Oiya I am....for students that very...very..struggling in english. I will	170
ask them to e...listen more english, because can get you to get more vocabulary I say	171
like that. Say say aduh miss.. I don't like English. Try to listen the song, find the music	172
that maybe you like, it will help you a lot rather than in the class, I said. So sometimes	173
if I what is it.. I think that they are very very lack in vocabulary I will ask them to do	174
more watching in English, and do more listen in English, usually I say that after the mid	175
term test. So, I only speak to them individually, not speak in front of their friends. So	176
only personally.	177
Interviewer : What do you think about the material? Is it relate in their field or	178
not?	179
Interviewee : Ya.. I think so..	180
Interviewer : How about the authentic material?	186
Interviewee : Authentic material maybe when I have a campaign class, I think	187
one of the authentic material that should be in english, the real one of poster, the	188
other...not really, I guess	189
Interviewer : Do you ever provide for the students to evaluate themselves?	190
Interviewee : Ya.. for example..when we play games about telling a plan, after we	191
play games, we evaluate it together. So which one is the most commonly mistakes made	192
for example. So they will say this one, this one, this one, and which one the	193
vocabulary that mostly wrong pronounce? Which one the word that you don't know?	194
Ya.., that's .. but not every time, I think it depends. Because when it is one by one	195
performance it is going to be ¹⁷³ difficult to evaluate. When they do it together, as a	196
team it will be easier to evaluate. So it is depends on the kinds of things that I do.	197
Interviewer : Based on the observation, when you call their name, you use the	198
nickname or the special name, why?	199
Interviewee : Because I want to be close to them...so, at the first meeting, we	200
have introduction, I ask for their nick name, because I need their nick name to what is it..	201
to make me closer to them, they like it. The students will feel that you e.. respect	202
them, you appreciate them when we..use the nick name. So, I like to use the nickname	203
for them. I have name.. the students name.. nanda...but she doesn't like to call to	204
nanda. She ask me to ask them jessica. So something like that. At the time I call jessica,	205
but the first we laugh, but.. she love it.	206
Interviewer : So make you closer to them?	207
Interviewee : Ya.. make me closer to them. I like it.	208
Interviewer : Oya. I see during the scoring, you always remember every students.	209
For example when the students present about their plan. Oke rifki.. you want to go to	210
england, you same with firda...and also rafli for example...this is also the part your	211
strategy to make more engage?	212
Interviewee : Ya.. to make them more engage. So, I try to connect any word they	213
say. But I have short long term memory. So, maybe that's my best, the best I can do	214
(Smiling)	215
Interviewer : So, what do you think about their response?	216
Interviewee : They like it..	217
Interviewer : So, the response is positive right?	218
Interviewee : Ya...	219
Interviewer : Thank you miss for the information	220
Interviewee : Oke.. no problem at all (smiling)	221
Interviewer : Wassalamualaikum warahmatullahi wabarakatuh	222
Interviewee : Waalaikum salam warahmatullahi wabarakatuh.	223

Appendix-3a1. The Transcription of FGD

Date : Wednesday, 15th March 2019
Time : 15.33-16.12 p.m.
Place : 3.02 GKB 4, UMM Malang
Interview : Sulastri
Object of FGD : The students from “A Class”

Menurut kamu speaking untuk jurusan akuntansi itu penting gak? mengapa?

Student A: Speaking itu penting yakarena utamanya bahasa inggris itu bahasa internasional, jadi kalau speaking buat akuntansi itu kan pasti itu nanti ada gunanya gitu lo kalau misalnya nanti kita apa...kerja, itu pasti.....pasti ditanyain karena itu biasanya sudah jadi requirement nya.

Student D: Mungkin bisa jadi nilai plusnya kalau kita bisa bahasa inggris dengan lancar mungkini mata perusahaan itu...ow...orang ini dia pandai bahasa inggris, dia punya nilai lebih sehingga ada sesuatu nilai sehingga dia pantas bekerja diperusahaan saya begitu.

Student B: Kalau menurut saya kita belajar speaking itu melatih pronounciation juga, dia lebih kayak..lebih bagus..

Students C: Bisa ini apa namanya..memperlancar kita, misalnya kitaapa namanya..... misalnya kita mengambil pekerjaan,seperti kita tau bahasa inggris sebagaibahasa international, jadikalaumisalnya kita mengambil pekerjaan, bahasa inggris jadibisa nilai untukperusahaan, jadi requirement buat kita bisa meningkat.

Strategi motivasi apa yang di gunakan oleh instructor kalian ketika mengajar speaking?

Student D: Sharing session, karena kalau menurut saya, dosen speaking saya itu dalam pengajaran itu bagus, jadi ketikakami sebelum pengajaran kami diwajibkan masing-masing mendapat jatah untuk majukedepan kelas untuk sharing session.

Student D: Itu mungkin upaya beliau untuk merangsang kami untukberbiacara bahasa inggris,meskipun masih di bolehkan membawa catatanmungkin itu salah satu caranya agar kita tetap mau berbicara bahasa inggris,

Student A: Ya memang benar setiap hari kita dikasih warm up pemanasan untuk maju, terus kalau menurut saya juga itu cara mengajarnya juga enak, karena saya lebih suka untuk disuruh maju dan berbicara, jadi, dosen saya itu sering gitu lo habis nerangin terus nanya ada yang mau maju? terus kayak memberi semangat gitu.....

Interview: Seperti memberi peluang gitu ya?

Student A

Selalu memberi peluang buat kita dan itu semua...harus...harus semua.

Student D: Wajib dan dosennya itu pasti semuanya dikasih kesempatan hayooo maju kedepan untuk nilai tambah kalian Jadi kami itu seperti ow kalau saya tidak maju tidak dapat nilai, jadi kami harus maju.

Student B: ee...dan dosen saya itu orangnya baik and friendly juga. Misal kita malu mau maju kayak kemaren itu, ayo maju gak papa....gak papa salah, gak papa kata ibunya dan ibunya itu selalu keep smile dengan kita, dan orangnya itu gak pernah marah.

Student A: Ada juga yang terkait rules nya rules nya itu.....kalau terlambat kita di dari kasihpunishment, tapi punishment nya itu kayak tetap buat kita untuk belajar bahasa inggris kayak kita di suruh hafalin beberapa vocabulary tapi karena tidak ada response teman-teman akhirnya setiap minggu kita sharing pengalaman dua orang maju dua orang maju gitu.

Student D: Menurut saya sharing session itu bisa meningkatkan speaking kita tidak meskipun cuma satu kali kesempatan itu kayak panjang gitu lo..sebelumnya saya juga bisa untuk majungomong gitu lo, tapi ibunya bilang ayok kamu bisa jadi kayak nambah semangat kitadan tertantang.

Student C: Iya saya juga setuju....bener juga terus kayak pas kita dikasih tugas gitu, setelah dikasihtugas kan kita maju kedepan, untuk membacakan tugas kita masing-

masing tapi kalau kita misalnya di kita dikasih tugfasnya itu bukan individu, tapi	49
berkelompok jadi enak juga bicaranya itu... gimana ya. kita jadi terasa percaya diri,	50
Tekanannya jadi kayak gak adasoalnya kita kan kelompokan.	51
Bagaimana ESP instructor yang ngajar speaking menurut kalian?	52
Students B,C and D: Kalau menurut saya enak, iya menurut saya enak, dosen	54
speaking nya enak, dosennya baik.	55
Student A: Dosennya kitu ramah, sehingga memberika energy positive untuk kita,	56
ketika dosennya pas menyampaikan materi ke kita dan memberikan kaya ayok maju	57
dengan penyampainyang ramah jadi kita itu kayak tambah semangat oke, I want to	58
go, I want to try..	59
Seberapa suka kalian dengan cara ESP instructor kalian mengajar speaking?	60
Student D: Sangat suka...katrena dosennya itu seperti tadi. karena kalaun menjelaskan	61
materi itu enak, jelas, sampai materinya itu sampai ke kami gitu jadi kami paham apa	62
yang beliau bicarakan, dan tidak membuat kita takut untuk bicara bahasa inggris.	63
Student C: Dan dosennya itu santai. Santainya itu pasti	64
Kalian pengennya dosen yang seperti apa untuk mengajar speaking?	65
Student C: Seperti dosen yang sekarang si	66
Student D: Mungkin kalau bisa ditambahin kayak game, atau kita belajar di luar kelas,	67
mungkin di tambah technique-technique yang lebih fun.	68
Student A: Kalau saya sudah cocok dengan dosen yang sekarang karena apa yang	69
dosennya kasihsudah ada sedikit-sedikit cocok dengan Akuntansi seperti kayak materi	70
yang kemarintentang endorse itu kan kayak sama saja kita mempromosikan. itu juga	71
termasuk dalam part-part akuntansi cuma kecil tapi masih ada kaitannya dengan	72
akuntansi.	73
Bagaimana tanggapan instruktur kalian ketika pas maju kedepan kalian salah	74
ngomongnya dan terbata bata ngomongnya?	75
Student D: Kalau seandainya pas kita lagi maju kita salah atau kita gak tau bahasa	76
inggrisnya kitta tanya ke miss nya itu gak papa. Misalkan lagi bicara bahasa inggris	77
ada kata-kata yang lupa, miss kata ini apa bahasa inggrisnya? dan beliau jawab jadi	78
kami meskipiun melakukan kesalahan tenang gitu gak takut jadinya dan gak takut	79
untuk bertanya jugajadinya.	80
Student A: Saya juga sama, kan langsung diberi tahu, waktu itu saya pernah	81
melakukan kesalahan pronounciation kalau gak salah saya baca kampanye campaign	82
itu salah langsungdibenerin sama miss gitu, dan saya masih salah, terus dibenerin lagi,	83
jadi kita bisa tau kesalahn kita dimana.	84
Dan bagaimana cara dosennya membenarkan kesalahn kamu?	85
Student A Miss nya tetap benerin prounciationnya tapi tetap dengan senyum gi tu lo,	87
jadi buat kita gak takut dan tenang	88
Kalian seang gak kalau sama instruktur kalian di bantu dibenerin pronounciationnya?	89
Student D	90
Saya si senang selain memberikan rasa percaya diri, juga semangat karena ibunya bantu	91
Kalian maunya pasa belajar speaking materinya yang seperti apa?	92
Student A: Materi tentang bahasa inggris tentang akuntansi dasar cuma gak langsung	93
ke akuntasinya, jadi materinya bisa ada kaitannya dengan akuntansi kayak endorse gitu	94
itu kana da kaitannya dengan akuntansi cuma kita kayak mempromosi gitu,, kan	95
mudah gitu.	96
Bagaimana tanggapan kalian dengan strategi motivasi yang di gunakan	97
Instruktur kalian ketika mengajar speaking?	98
Student D: Positive, kami senang dengan cara mengajar missnya, jadi kayak saling	99
mengasih feedback, jadi kami belajar dengan enak, beliau ngajarnya juga dengan enak,	100
jadi kami itu kayak seperti.....santai pokoknya kalau masuk kelas speaking itu,	101
malah kalua pas gak masuk itu gak mau, pengen nyan masuk, ya itu karena dosennya	102
ramah dan kita sangat enjoy.	103
Students A,B,C: he eh...saya juga setuju begitu	104

Appendix-3b1. The Transcription of FGD

Date : Wednesday, 15th March 2019
Time : 15.33-16.12 p.m.
Place : 3.02 GKB 4, UMM Malang
Interview : Sulastri
Object of FGD : The students from “B Class”

Menurut kalian speaking itu penting gak? mengapa?

Student B : Penting si, kalau apa namanya kita bisa bicara bahasa inggris dengan lancar itu bisa berguna, nanti ketika kita melamar kerja mungkin, kalau ada kemampuan bahasa inggris itu akan membantu nilai plus sendiri untuk melamar di perusahaan itu, untuk melamar kerja.

Student A : Penting si.. kalau seandainya nantik kita kerja terus mengurus atau bertemu dengan klient orang asing atau orang klien nya orang luar, kita kan juga menggunakan bahasa inggris kan.. otomatis kita ngomong bahasa inggris kan. Sehigga speaking untuk jurusan akuntansi itu penting.

Student D : Penting si, kalau misalnya kalau di perusahaan pasti kan ada kayak teknologi baru, pasti kan bukan dari bahasa indoesia, dari bahasa inggris. Soalnya bahasa inggris juga apa itu... umum gitu.

Strategi apa yang biasanya di pakai instruktur ESP untuk membuat kalian tertarik di kelas speaking?

Student B : Mungkin kalau dari saya dosennya itu tidak memaksa mahasiswanya untuk kamu harus bisa ini, tapi dengan santai tapi serius.

Interview: dengan santai bagaimana maksudnya?

Student B : Santai maksudnya misal kalau kamu harus bisa mengucapkan kalimat seperti ini dengan lancar.. gak .. di tuntung dengan pelan supaya dia apa namanya... bisa nerima apa namanya dengan gak keberatan gitu.

Student C : Kalau saya si gitu ya.. dosennya itu mengajarnya itu monotone misalnya kayak apa .. bikin bosan medianya itu selalu pakai papan, terus nanti kita itu dikasih materi habis itu kita e... disuruh nyebutin terus kita di buat memutar itu...

Student A : Kalau menurut saya itu justru metode yang dosen saya pakai ini, menurut saya justru malah apa ya...lebih optimal, karena apa soalnya kita kan dituntut untuk membuat sebuah kalimat dan mengucapkan secara bergantian, berkelilig kan muter..nah itu jadi ada motivasi untuk aku harus bisa, cara jawabnya itu seperti ini, pengucapannya itu seperti ini, jadi kita berusaha ntah itu pakai google translate. Jadi kayaknya motivasi nya itu malah yang tadi nya tertekan tapi malah santai gitu lo seperti yang dikatakan teman saya tadi jadi malah santai, nah disitu kita kayak di paksa untuk belajar speaking juga

Student D : ee... kayak apa misalnya dosennya itu selain menulis, itu kayak kasih aplikasi itu seperti kayak game tapi itu kita disuruh menjawab kayak dibagi kelompok. Kita itu dikasih alikasi dari orangnya terus kita practice kayak memutar. Jadi sambil orangnya memantau ita itu juga bertanya gitu. Terus kita nanya ini salah atau orangnya itu langsung tau kalau kita salah atau bener tapi tetap terasa enjoy

Student B : Kalau aku mungkin dosennya itu mengatakan, apa ya...langsung dengan tatap muka. Jadi kita tidak tau, mungkin salah satu dari buku. Tapi, orangnya dengan memberikan e... sedikit ilmu, lalu seperti yang dikatakan A mengajak kita untuk melatih grammar kita.

Interview: Apakah strategi strategi yang tadi circle dan pasangan. Menurut kalian startegi mana yang lebih efektf?

Students C : Kalau menurut aku lebih yang ke pasangan karena kalau ngerjain kurang tugasnya berpasangan akan saling membantu untuk menjawab pertanyaan dan kita jadi cemasnya. Kalau yang circle tadi kan kita sudah taupertanyaannya itu seperti apa jadi gak surprise. Kalau misalnya berpasangan sama teman kan biasanya random dan bisa lebih saling membantu tapi kalau yang circle yang sendiri2 itu kan kalau misalnya kita gak bisa jawab kan malu kalau misalnya dikasih pertayaan. Dan menurut saya yang

muter itu kurang menantang.	49
Student A: Kalau menurut saya si memang saya kurang setuju dengan pernyataan C	50
soalnya kan pair work. pair work itu biasanya temannya itu biasanya kalau ada tugas	51
membebankan tugasnya dengan teman yang lain, jadi kalau ada tugas itu ngerjainnya	52
kayak kurang serius kan apalagi kalau sama temannya. Kalau yang circle itu kan sudah	53
terkonsep, dosennya seperti ini, pertanyaannya seperti ini, kalau pair work itu	54
biasanya kita gak tau kesalahannya di mana soalnya dosennya kan gak sepenuhnya	55
memperhatikan, tapi kalau pas individu itu ow...salahnya yang ini nanti di betulkan	56
Student C: Iya si betul biasanya kalau habis cicle itu kalau ada yang salah dosennya	57
tulis di papn nantik di betulkan atau di terangkan. Ya sebenarnya sama aja si sama	58
yang pair work kalau ada jawaban yang salah di betulkan juga di akhir sesi.	59
Student D: Saya kurang setuju dengan mas C, Saya setuju dengan mas A. soalnya itu	60
kan kalau yang circle itu kan memang pertanyaannya sudah terkonsep.; dan terkadang	61
itu kita saling nanya dengan pasangan. Itu kan bukan kayak dosennya random tapi kayak	62
kalau kita buka buku dan jawabnya ada disitu kita kayak bisa interaksi dengan teman	63
kita jadi itu kita gak tau soalnya apa jadi kan kita tanya terus kita langsung jawab. Dan	64
setelah itu kalau kita ada yang salah sama dosennya dibenarkan nantik yang salah di	65
tulis di papan tulis dan diterangkan sama dosennya.	66
Student B: Kalau menurut saya si saya lebih setuju dengan si A dan si D soalnya kan	67
speaking ya, kita gak sekedar ngomong bahasa inggris tapi tahu pronounciationnya	68
gimana dan terus cara penyampainya dan kalau di buat muter itu kan ada salah satu	69
teman yang ngomongnya lancar bahasa inggris dan kalau kita buat kesalahan gak	70
Cuma dosennya yang benerin tapi terkadang teman kita juga saling membenarkan juga.	71
Interview: apakah ada strategi lain?	72
Students C: sejauh ini si gak ada	73
Apakah strategi-strategi yang di gunakan oleh instruktur kalian bisa meningkatkan	74
kinerja kalian dalam speaking?	75
Students A: Iya yang individu atau circle	76
Motivasi strategi yang di gunakan oleh instruktur kalian itu berdampak tidak ke mata	77
kuliah speaking?	78
Student B: Mungkin seperti tadi gaya ngajar dosennya yang monote dan juga itu itu	79
dosennya ngajarkan kita agar supaya tidak nervous contohnya, waktu kita muter kita	80
ditunjuk pasti ada salah satu yang kurang lancar kan dan saat ada yang kurang lancar	81
karena nervous itu dibantu sama dosennya. Sedangkan biasanya kalau dosen- dosen lain	82
kalau kita salah kita itu gak dibantu malah orangmnya kayak marah gitu.	83
Student C: Bener si kalau dosennya itu gak ...buat kita gak gugup. Karena dari di tulis	84
pertama beliau mengajar itu banyak mahasiswanya itu ada yang kurang lancar	85
speakingnya itu dosennya memberikan bantuan berupa media kalau misalnya	86
mahasiswanya gak lancar bisa jawaban kalau itu di tulis di kertas dulu, nantik setelah	87
kalian bisa lihat kertas yang kita tulis tadi nantik menjawab. Pokoknya nulis dulu	88
dikertas di persipakan bagi yang gak bisa jawab. Jadi yan karena itu lama lama kita jadi	89
terbiasa gak gugup.	90
Kelas speaking seperti apa si yang kalian harapkan dari instruktur ESP? Tolong	91
 jelaskan.	92
Student A: Saya si pengennya kalau belajar speaking dosennya itu tidak memakai itu	93
metode itu itu aja selama ini dosennya kan hanya memakai 1 atau 2 metode saja. Dan	94
masih baru. Dan yang saya harapkan dari dosen saya. Saya itu inginnya belajar	95
speaking itu untuk kita akuntansi kita belajarnya langsung kayak interaksi. Jadi	96
topiknya itu langsung kayak kita berbicara, ntah itu grammarnya bleber kemana mana	97
yang penting kita ada usaha untuk berkomunikasi menggunakan bahasa inggris itu tadi	98
yang berhubungan dengan jurusan saya. Ya karena jurusan saya kan kalau tidak	99
ngurusi klien ya itu tadi karena komputer dan teknologinya kan pakai bahasa inggris	100
semua.	101
Inerview: jadi menurut kalian materinya itu tidak berhubungan dengan jurusan	102
kalian?	103
Student A: Berhubungan, tapi, kalau dari 100 persen masih 5 persen. Karena kita kan	104
akuntasi jaman sekarang kan apa apa sudah pakai bahasa inggris semua apalagi kalau	105

kita bekerja di perusahaan, dan perusahaannya itu asing atau kerja sama dengan orang	106
asing kan juga kita tetap butuh bahasa inggris karena bicaranya semua pakai bahasa	107
inggris.	108
Students C: Sama seperti si A, saya si pengennya dosennya mengajarnya kayak kan	109
dengan media dan kayak kita ngobrol atau ngomong dikelasnya pakai bahasa inggris.	110
Ngobrol ngobrol kayak ngomong materi hari ini seperti apa pakai bahasa inggris. Adi	111
nantik secara tidak langsung kita jadi pengen bicara bahasa inggris. Kalau seandainya	112
menggunakan media perti kertas juga kan.	113
Interview: Jadi kamu pengen dosennya itu ngajarnya menekankan ke	114
speakingnya?	115
Students C: Iya, karena kita belajar speaking jadi harus ditekankan di speakingnya.	116
Speakingnya pakai bahasa inggris	117
Student D: Jadi saya juga setuju dengan teman saya , lebih baik kita kayak banyak	118
ngomong bahasa inggrisnya seperti kalau kita mengerjakan tugas dengan pasangan	119
contohnya kayak belajar menunjukan arah terus kita maju terus kita salah2 karena	120
bahasa inggrisnya kurang lancar, terus dosennya mendengarkan, dan gak kayak	121
membedakan dengan anak yang pinter bahasa inggris, siapa yang gak jadi masih kayak	122
itu apa namanya , di bimbing.	123
Student B: Kalau menurut saya, mungkindosen saya itu kalau boleh usul mungkin	124
kayak e....belajarnya itu kayak untuk sehari hari. Mungkin kalau yang berhubungan	125
sama ekonomi itu masih sedikit, karena yang kita dapat dari materi pertama itu cuma	126
perkenalan, perkenalan kaya sipaa kita itu sampai UTS jadi mungkin seharusnya	127
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HASIL CEK PLAGIASI
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